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A More Excellent Way.

By ELIZABETH FERGUSON SEAT, Norwood, Cincinnati, Ohio.

The school-room was full of sunshine; the big south windows were open to the breeze which came across the flats beyond the river; in the beeches in the back yard some birds migrating, had stopped, self-invited guests. A smell of ripening fruits and dying leaves came over the village streets from far-away fields. The children felt the sweetness and beauty and mystery of it all and were doing their work in a half-hearted, dreamy fashion.

Miss Frost, the teacher, sitting at her desk, was not under the spell of the autumn weather; she was wide awake and was regarding one of her charges with looks of manifest disapproval.

Adolf Lammers sat in the middle of the last row where the light fell upon his pale, freckled face, his light yellow hair, his uncertain blue eyes. At this moment he was engaged in tearing used sheets of paper from his tablet and slipping them with an air of secrecy into his desk.

All unconsciously Adolf slipped the fragments into the already overburdened desk. He tore slowly, mechanically, softly, and as Miss Frost presently observed to her consternation, regularly. The very regularity of his own movements seemed to fascinate him. His teacher regarded him curiously for another moment, and whispered to herself, "He has an ear for it, a tiny ear! See how regularly, how systematically he tears those sheets! Now since he has an ear for order, he needs but the desire for it to become orderly."

Adolf ran his soiled fingers thru his dust-colored hair and sighed softly; he had torn the last paper, and now opening the desk a little way with one hand, he began with the other to take the bits out one by one and arrange them in neat piles upon the top. Some of the children in the neighborhood glanced up in astonishment that their shiftless classmate had gone so long unrebuked. It usually required rebukes, warnings, commands, every few minutes to keep this tardy laggard in their ranks.

Miss Frost arose suddenly; there was a flame of hope shining in her eyes as she said: "Attention for inspection of desks! All owners of unneat desks shall go into the dust pan!"

The children caught their breaths in dismay; it was customary to have inspections on Friday only. But like true soldiers they threw up the lids of their desks and waited. The teacher walked straight to Adolf's desk and glanced at its contents. She made no comment, but turned to the blackboard, took up a colored crayon, and drew quickly and skilfully a dust pan; across its surface she wrote in clear white letters, "Adolf Lammers." Little hands all over the room were nervously and surreptitiously shifting the contents of desks, while bright eyes stared at the drawing and the writing. Adolf stared too, then his face slowly reddened, and he fingered the piles of rubbish in and about his possessions nervously. The inspection proved

to be less thoro than the Friday affair; indeed, it ended where it began, at Adolf's desk, but Miss Frost said that she would hold another very soon, when, if he had learned to keep everything in order, his name should be erased.

The witchery of the autumn morning faded. Busy and alert, the children sat over their tasks spurred on by the ugly shadow of the dust pan which fell upon their desks. Adolf's blood was stirred; a boy's name flaming up like that in a dust pan where only the worthless trash of the community was wont to be accumulated was a sad disgrace. He could not clear his desk now; it was against the rules to do so during school hours, but something must be done immediately to propitiate Miss Frost; he took up his spelling lists and went to work. Steadily, stolidly he bent to his tasks thru all the sunny afternoon. He missed in every subject about as usual, but the teacher didn't seem to mind that so long as he had tried, and Adolf felt hopeful. After school hours he brought the big



CHARLES E. BLISS,

For the last ten years Chairman of School Committee of the
Town of Attleborough, Mass.
Mr. Bliss has two years to serve.

waste-basket to his desk and emptied into it every fragment of useless matter which he had been cherishing. When he went away the desk was a miracle of neatness.

Miss Frost did not hold another inspection for two weeks. The dust pan retained its ugly prominence, and Adolf's eyes were beginning to wear an

expression of dreary hopelessness when one morning his name and the dust pan had disappeared together. The teacher smiled. "It takes a very little thing to make a man out of a boy," she murmured. "Just an idea, a few strokes of a crayon, enough callousness not to mind a few wistful glances—and the deed is done!"

Superintendent Kern's Great Work in Winnebago County.

A noteworthy event of the last few decades has been the change that has passed over agriculture. In all previous ages the bucolic mind, with its many acknowledged virtues, had been regarded as largely stationary. Progress was confined to the cities; the country districts supplied the bulk of the Tories. Such was the sneer of the Athenian dramatist four hundred years before the Christian era, and such was the lament of Sidney Smith in England, within the memory of men still living. And in truth it cannot be said that the methods of agricultural operations differed widely in the days of Wordsworth from those in vogue in the days of Homer.

But in the early part of the nineteenth century steam and other discoveries literally forced agriculture to new lines, and in the American people the innovators found a population more congenial to improvements than perhaps has ever yet been known. Yet notwithstanding the immense difference between the methods used on the farm of 1830, and the means of stimulating and gathering production in use on the same farm half a century later, it cannot be said that there was observable a marked difference in the temperament of the farmer's mind.

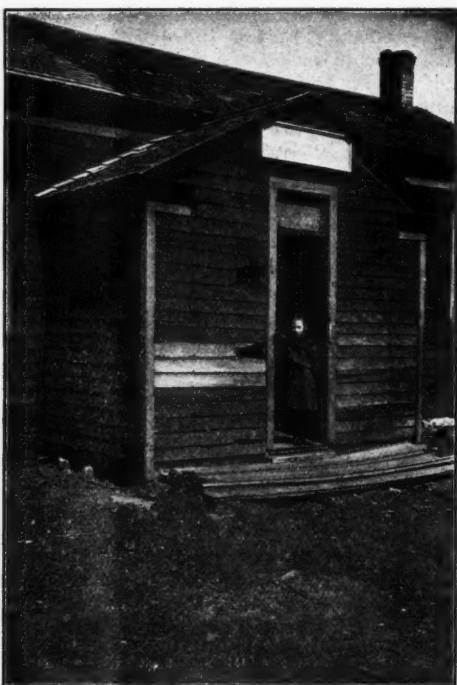
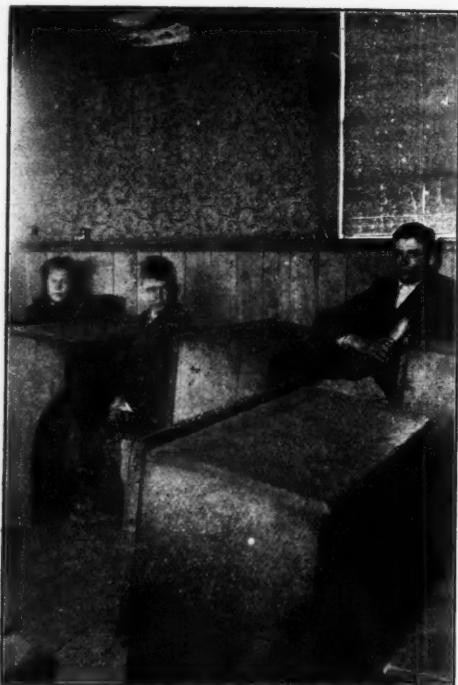
Since about 1880 a vast change has gradually passed over the attitude with which the agricultural classes, as a whole, regard the world. The farmer is as keen in the search for new fertilizers, im-

proved methods of cultivation, and recently patented farm machinery as any manufacturer of Lowell or Pittsburg is for new ideas by which he can lessen the cost of production, or rush his article into the bazaars of Canton and the shops of Pretoria. Agriculture has become a science demanding knowledge on the part of its cultivators, and it has also become a competitive trade in which only the alert business man succeeds.

Contemporaneous with this change in the nature of their occupation has come a great transformation in the character of the farmer's home and life. The well-kept dwelling, surrounded with



New building erected in district 100, October 1904, at a cost of \$1000. Directors are Wm. Powell, George Andrews, and E. H. Lawrence. The old school building sold for twenty-five dollars. Not very valuable for any other purposes than school purposes.



Exterior and interior views of one of the worst country school buildings in Winnebago county. This is district No. 100 in Winnebago township. Photographs by Miss Adele Marie Shaw, special correspondent *World's Work*, April, 1904.



District 65. Before taking.

shade trees artistically laid out, connected by telephone with half the Union, and with the engravings on its walls and the grand piano in its sitting room displaying the taste of its owners, is a very different feature of the landscape from the bare, unshaded, unadorned building which several generations ago was the usual home of the Middle West farmer.

Yet, altho rural life has thus become unmeasurably more attractive and stimulating, and altho in the great cities the rush to live in the country-like suburbs has almost partaken of the character of a municipal exodus, these very agricultural communities where the greatest improvements have been made are sending up a cry over their decreasing population. To this contradiction, the answer is, the schools.

If Winnebago county, Illinois, is a fair example, and in the richness of its soil and the general progressiveness of its inhabitants, it appears to be so, the country districts are not making their school keep pace with their life. In fact, until this year, the annual expenditure of that county for its rural schools had been constantly decreasing since 1895. And this in the face of a constant advance in expenditure for its schools by the city of Rockford, the one town in the county.

The result is syllogistic. Of course, many of the most enlightened farmers move into Rockford, in order to give to their children the best education available. And of course, as a necessary corollary, the children thus educated in the city remain as a rule in the city. Education, beyond the indispensable foundation, is not an arbitrary collection of facts which must be poured in all brains, under all conditions, alike. Education is an equipment for living, and it varies according to the different paths of life which stretches before each individual. Therefore, of necessity, the city child, with the counting room, the factory, the shop, before him, receives an education suited to the counting room, the factory, the shop, and an education which naturally leads him thither. Even if originally from the country, he does not spontaneously return.

To what do these facts tend? Assuredly that the country schools should be equal, in their character, to the excellence of the city schools, and that they should, in that excellence, be adapted

to the life-work which the vast majority of their pupils will enter upon. Now, what, in the general uplifting of country life, has prevented the country schools from sharing in the improvement, and what is the remedy?

Mr. O. J. Kern, superintendent of Winnebago county, in his interesting and highly valuable year book of that county's schools, answers both questions.

The trouble with the American school system, in the rural districts, is the small ungraded school. In such a school the classes are numerous and very small, often numbering

almost as many as the scholars themselves. Individual instruction, even at its best, lacks the zest of competition, a foretaste and a preparation for the struggles of maturity, but it loses also all its virtues when it is dissected into fragments of five minutes each. A child, who several times a day, is called up alone, or at best with one or two others, to recite in such minute sections of time, cannot be blamed if he regards the hours spent within the school walls as an unutterable bore. And the teacher! Bereft of all professional companionship, and seeing the days pass in such a kaleidoscopic jumble of pieces of everything from the primer to geometry, is it a wonder if he or she longs for any means of escape from such a bewildering non-effectiveness?

That the school building is generally mean, ugly, unsanitary, that little interest is taken in the school by the parents of the pupils, that the expenditures for the entire school district are squeezed down into a figure which a single farmer frequently pays for a fine Jersey cow, and incomparably less than he gave for his last threshing machine, may be due partly to other causes, but is primarily, it seems certain, owing to the character of the small ungraded school as a small ungraded school.

Superintendent Kern, with his one hundred and six one-room country schools, felt this keenly, and he started out on a campaign of educating his people into an appreciation of the advantage of consolidated schools. Several consolidations are now under way, but the account of the one which has been effected at Seward will show what a change may be expected to pass over the agricultural pub-



District 65. After taking. New building cost \$1,400. There are other districts that need this same medicine.

lic school system when the multitude of little schools is generally abandoned in favor of the consolidated one.

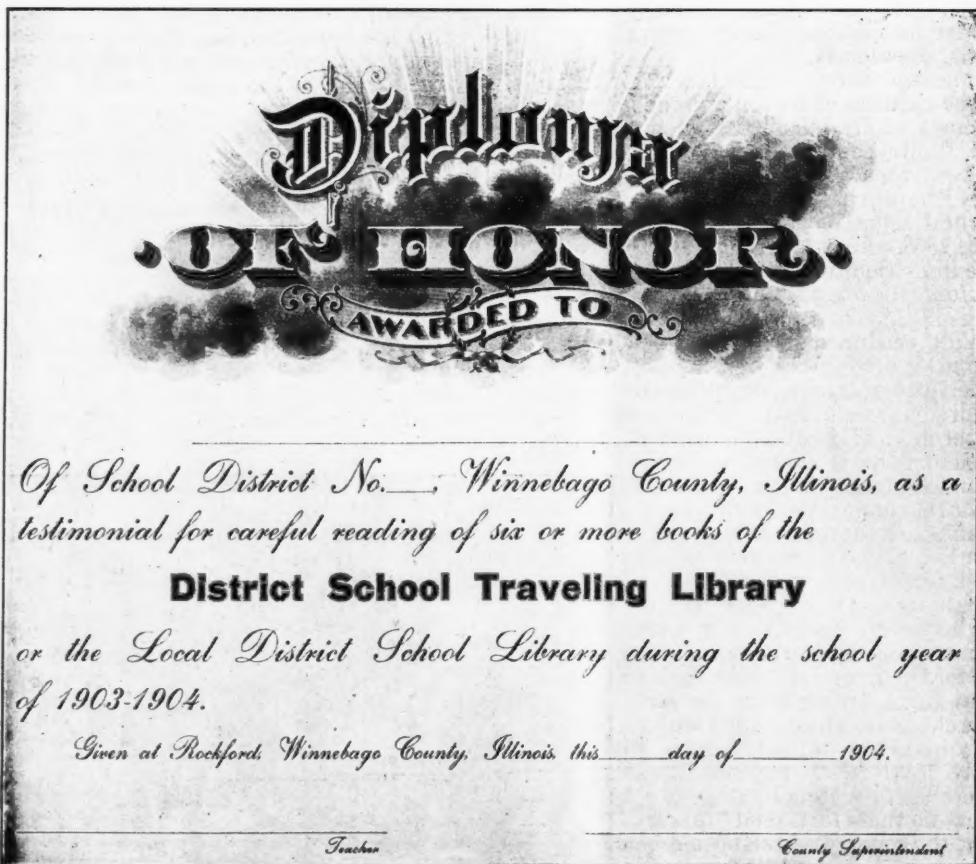
The districts thus consolidated,—and this is the first consolidated school in Illinois,—voted to spend seven thousand dollars in preparing for their work, a goodly sum to be expended for such purposes in the country-side, but which was made possible by the grouping together of several hitherto independent districts. One thousand dollars was paid for three and a half acres of fine farming land—land is valuable in this rich section—and six thousand dollars was appropriated for a building. It is unnecessary to say that with such an amount, a dignified, commodious building was erected. But the cost was really not as heavy as if there had been no consolidation. There had formerly been nine little schools in Seward townships. Taking eight as an average number in a township, and twelve hundred dollars as the amount which it costs to build such a school, properly equipped, the cost in erecting separate buildings would be nine thousand, six hundred dollars, whereas the consolidated building only cost six thousand. Of course, all country school buildings are not worth twelve hundred dollars, for three of the ones which were abandoned in Seward township sold for the aggregate sum of \$268.10. They were evidently not considered very valuable for any other than school purposes. But that does not alter the fact that if properly constructed and equipped, these buildings would cost twelve hundred each.

The consolidated school opened last February with an attendance of one hundred and three



A corner in the county superintendent's office showing a part of the traveling libraries. There are six of the large boxes for the ten graded schools and 54 small boxes for the 106 country schools.

pupils, and three teachers. A fourth teacher was added in November. The school is divided into high school, intermediate and primary divisions, and the time given to each class (except in spelling where the ten minute limit is now regarded by advanced educators as proper) never falls below fifteen minutes, and frequently is half an hour in length. It must be remembered that under the old system in Seward township there was no high school instruction given at all, and therefore many farmers with adolescents in their households were forced to send them into Rockford or move into that town themselves. The old school year was eight months, the new "consolidated" year is nine. The teachers receive larger salaries. And yet, notwithstanding all these improvements, the average cost of each scholar's instruction is \$17.23 a year, as against costs ranging from \$19.97 to



Original size 13 $\frac{1}{2}$ by 16 in. A diploma (different design each year) is given to every child reading six library books during the school year. 4,440 diplomas have been given at the township union exercises during the last four years.

\$26.89 in the old plan. Could there be a more impressive illustration of the commercial value of a "combine"? These figures are a little helped by the \$103.75 received during the year as tuition for pupils living outside the township. This, however, is an equally impressive illustration as to how the merits of the new schools strike its unconsolidated neighbors.

The new school is located, of course, near the center of the township, and no farm-house is more than a two-mile drive from its doors. The handsome, cheerful, well-equipped rooms, with their pleasantly tinted walls, on which are excellent pictures, and against which stand numerous book-cases, topped with the busts of illustrious men; the large grounds where in time groves of trees, unfortunately still saplings, will impart an air of repose and elegance to the building, the outlying gardens, where the boys raise their tomatoes and corn, and carry on their farmyard experiments, all this, together with the undoubtedly better instruction that the children are receiving, has elicited a series of well pleased letters from the parents of the township to Superintendent Kern,



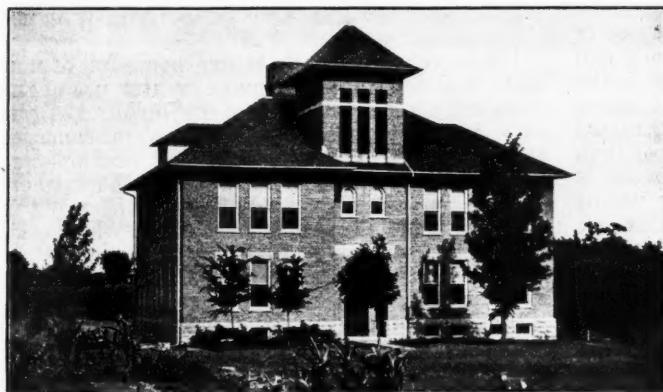
District 69, Highland school, Winnebago county, Ill., April 1904. Fifty children volunteered to do gardening. Each child had a garden four feet square. Teachers, Mrs. Maude Jaycox, Mrs. Jessie Ford, Misses Gertrude Coffin, Lottie Gregory, and Jessie Alexander.

direct training for life, the life which the boys at these schools will live, and that is what Mr. Kern is ever striving to prepare them for better.

The government agricultural stations and the state agricultural colleges are doing a remarkable work, successful in the highest degree. The farmers show themselves eager to take advantage of

these experiments and discoveries, but no attempt seems to have been made to give to the district schools the benefit of these advantages. Of course, it is not intended to take the children out into a hundred-acre field, and make them use different kind of harrows and reapers, but there is a great deal of valuable material gathered into the agricultural bulletins which can be utilized in a small garden, and so utilized, that with instructions from the teacher, the boys will in after life be more scientific and skilled husbandmen. Instruction is not enough. To make the study of the elementary principles of agriculture a success, the children must actually do something and watch something in the process of doing and growing. The preparation of the soil for the seed, the depth

of planting, the growth and care of the plant, treatment of plants to remove injurious insects and a good many more things are beginning to be taught in Winnebago county. While this is going on the children are prodded to keep their eyes open as to the character of the farming that is being carried on in the immediate neighborhood.



Same school as above in July, 1904. The excessively dry weather during spring of 1904 made it impossible to get the best results. But the children learned something of importance, even from this.

and has induced two other groups of districts to resolve on consolidation. May the example become infectious over all Illinois!

But this Seward consolidated school, altho a great step forward, one almost feels *the step forward* in rural education, is only one of numerous good things that Mr. Kern has accomplished in Winnebago county.

In 1903, Superintendent Kern took up the idea of having school gardens. Seventy-one were started that year, and altho they had to contend against a season of unusual aridity, none of them have been abandoned, and other schools have since added gardens to their equipment.

These school gardens in Winnebago county are performing two functions. First they aid greatly in beautifying the school surroundings, and secondly, they are serving as the link wherewith Mr. Kern designs to connect the great agricultural experiment colleges and the pupils in his schools. Gardens in city schools are valuable as aids in nature study, and as cultivating certain aesthetic and perceptual qualities in the pupils, but in the country they are not merely indirectly valuable, they are a



School garden, District 122, Winnebago county, Ill., June 1904. Miss Catherine Daugherty, teacher.



School garden, district 32. Shirland school, Winnebago county, Ill., May 1904. Mrs. Abbie Jewett Craig, teacher.

While good books on gardens attached to urban schools have been written, there is not one which treats of the garden of the country school. The reason is that these latter gardens have been so few. Here Winnebago county is among the pioneers.

Superintendent Kern has not been satisfied, however, with these school gardens, valuable and pleasant as they are. He wished to bring home to the boys in Winnebago county the interest and the possibility of the work in which they were soon to be engaged. Illinois is the great corn state, and it has been estimated that if every farmer in the United States who is raising corn could raise one more bushel to the acre it would mean an annual increase to the national wealth of not less than twenty-five million dollars. And the increase is possible. It can be accomplished by the use of high-bred corn for seed, and by improved methods of cultivation.

The Illinois experiment station is teaching how this can be done, and the progressive farmer of Illinois is proving an apt student. But why not let the boys be students too? Mr. Kern could see no objection, and he organized the Winnebago County Farmer Boys Experiment club to look into this matter. The club now has a membership of four hundred and twenty-five, and for the past three years has had a place on the program of the Winnebago County Farmers' institute. The boy who won the first prize in 1903 raised one hundred and twenty-five bushels per acre, and several others raised nearly one hundred bushels on each acre. The letters of these young agriculturists show how enthusiastically and intelligently they entered into this important work.

Lectures were given to the boys by professors at the different experiment stations, and they were instructed in the best types of corn to use, and in the most improved methods of handling them. As Mr. Kern says, "Would not a working knowledge of agricultural chemistry be as valuable in the training of the farmer boy, as the choice diction of Caesar's Latin in his fascinating description of his summer vacations spent in Gaul?"

There is also in the Winnebago County schools a Girls' Home Culture club which has an enrollment of three hundred members.

Thru the generous gifts of numerous friends, nearly every school in the county is now made cheerful and pleasant to the eye with many pictures and casts. Dingy school walls have been

tinted into soft colors. Surely if the universities think it worth while to expend a part of their funds on magnificent buildings and handsome grounds in order that the esthetic quality of their students may be improved, it is not unreasonable to believe that the children taught amid beautiful and inspiring surroundings will grow up possessed of a finer fiber than those who see nothing to connect their lives with elevating things.

In a similar manner Mr. Kern has inaugurated a system of traveling school libraries which now contain five thousand volumes. Four years ago the schools of the county possessed a few Illinois educational reports, nothing more.

But Superintendent Kern has the true conception of education. He recognizes that he has a duty to the adults of his county as well as to the children. Each spring he takes on an excursion to either the Illinois or the Iowa Agricultural college a party of several hundred citizens of Winnebago county. Every courtesy is shown to the visitors by the faculties of these schools. The fields, dairies, cattle, and so forth are inspected. At one visit, some roots of the alfalfa were pulled up, and the guests were shown the tubercles that deposit the nitrogen taken from the air, and thus the fertility of the soil is maintained.

The travelers naturally return home full of new ideas, and determined to make greater use of the knowledge to be gained from the bulletins of the experiment stations. They act as missionaries among their friends who have not accompanied them, and something is done to help the farmers of the county make the five per cent. profit to which they are entitled on their acres, which cost, be it remembered, not a dollar and a quarter nor five dollars an acre, but from a hundred to an hundred and fifty.

Is it surprising after this account of Superintendent Kern's development of his schools to learn that at the St. Louis Exposition, Winnebago county was awarded a gold medal in testimony of the excellence of the exhibit which its schools presented?

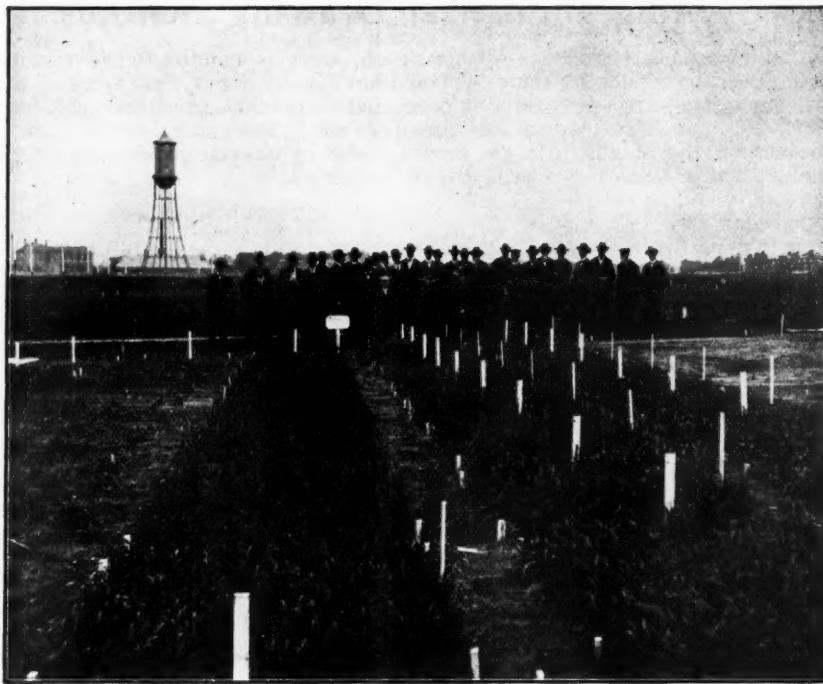
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The clear, pure lymph,
That from the wounded trees, in twinkling drops,
Falls, mid the golden brightness of the morn,
Is gathered in with brimming pails.

—BRYANT, "A Winter Piece."



School garden, district 122, Winnebago county, Ill., June, 1904, Miss Rena Champion, teacher. This is a small school. Think of the possibilities in the way of high school privileges, school garden, manual training if several schools like this could be brought together in a central building. They are doing that at Seward with a less cost per pupil.



At the oats breeding plots, Ames Experiment Farm, June, 1904.

The Play Movement in Germany.

A royal commission was sent to England to observe the sports of the boys in the English public schools and the plays of the people in the parks and playgrounds. This commission spent several weeks in visiting schools and playgrounds. On its return to Germany it published a report in which the English games and the English encouragement of games was spoken of in the highest terms, and a number were recommended for introduction into Germany. Thru the assistance of the emperor and the minister of education, this report was officially circulated thruout the empire and the play movement was launched on a high tide of official approval. Within four years after this, there is a record of more than four hundred playgrounds being established. Play leaders, who were required to have accurate knowledge of the growth of the heart and other vital organs and to be

trained educators, were placed in charge. These leaders are on duty on the Wednesday and Saturday half holidays, and after school every day.

The English commission was in part a cause and in part a result of an interest in play that is based on profound physiological and sociological considerations. The congresses of hygiene, that have been held in Germany of recent years, have emphasized the necessity of abundant exercise in the open air in order to maintain health and to ward off disease.

The congresses on tuberculosis have had a still greater influence, for they have emphasized the germicidal value of sunlight and the tonic value of fresh air to the lungs and the general system, and

have proclaimed that life in the open air is the best preventive and cure of consumption. Then it became evident, too, that the English athletic field filled nearly the same place in English life that the beer garden did in German life, and that it was much better to play than to drink. Play not merely prevents drinking by providing a strong, competing interest, but it makes strong the constitution so that the drinking indulged in is less injurious.

Perhaps the most successful of all the methods used to excite interest in the subject has been the play congresses, of which there have been five. The first of these was held in 1889 and the last one in 1902. There is to be another in 1905. They have been held in different cities, and have called together from all parts of Germany, men who are interested in play. They have included among their speakers, sociologists, physical trainers, physicians, and prominent educators.—Henry S. Curtis in *The Chautauquan* for January.



Boys of Experiment Club, Winnebago county, Ill., studying corn. Prof. Holden of Ames, Iowa, lectured to these boys.

Boston's Free Evening Industrial Drawing Schools.

The term of the evening drawing schools begins on the second Monday in October and continues for sixty-six working nights. These schools are open for the examination, registration, and classification of applicants for admission on the Monday, Wednesday, and Friday evenings, immediately preceding the opening of the term, when an exhibition of the student's work is also on view.

The sessions in all schools begin at half-past seven o'clock and close at half-past nine o'clock. The school-rooms are open and the teachers present fifteen minutes before the time for the session to begin.

No person can be admitted under the age of fifteen years, or at any time other than the beginning of the term, except by express permission of the principal of the school. Students are admitted to any first year class without examination. Students who can prove their ability to undertake advanced work are admitted to the second and third year classes. Ability to undertake work of advanced standing is determined by examination. All students are required to follow the course of study for the year and division to which they belong, and no other works but those regularly assigned are permitted to be done in the classes.

Students who fail in punctuality or regularity of attendance must expect to be dropped from the school, unless they furnish satisfactory reasons to the principal. In all cases of absence students must notify the principal of the school, stating reasons.

Instruments are loaned and necessary supplies furnished without expense to the pupils.

Each drawing, or series of drawings, or example of modeling, when finished, is rated and marked with the initials of the teacher of the class in which it was made; passed upon by the principal of the school, who will also place his initials upon it, thus becoming responsible for the original rating; and when accepted by the director of drawing as being up to the general standard of all evening schools, it will be stamped by him, thus becoming a part of the series representing the required number of points necessary for a certificate or diploma.

In rating student's work the following marks are used with the meanings indicated: 1=Excellent. -2=Good. -3=Passable. -4=Unsatisfactory. -5=Poor. -6=Very poor.

RECORDS OF STUDENTS' WORK.

Records of works accepted, number of points attained toward the certificates or diplomas, examinations passed, and of certificates and diplomas awarded are kept by the instructor of each class, and a general record of all the classes is required to be kept upon blanks furnished for that purpose, and in uniform style, under the direction of the principal of each school. One copy of this record is retained in the school. One copy is filed with the secretary of the school committee to be preserved by him.

STUDENTS' DRAWINGS TO BE RESERVED.

The school committee reserves the right to select and retain as city property certain drawings from every student's work each year of the three year's course of instruction. These drawings are used for purposes of records and exhibition, and to display from time to time in the different class-rooms as examples of students' work. Examples of students' work in modeling may be selected each year to be photographed or cast. The photographs or casts made from these selections will also be kept as city property, to be used for the same purposes as the selected drawings.

All class-room work is handed to the principal and kept by him. No students' class work of any kind is permitted to be taken from the class-room at any time previous to the general distribution of such work, unless by special permission of the principal of the school.

CERTIFICATES AND DIPLOMAS.

Certain evenings during each year of the course are devoted to examinations, which count a regular number of points toward the certificates or diplomas.

Each first-year student who has attained the required number of points in his class is entitled to a first-year certificate. Each student who has attained the number of points representing the full two years work, or its equivalent, is entitled to a second-year certificate. Each student who has attained the number of points representing the full three years' work, or its equivalent, is entitled to the diploma of the free evening industrial drawing school.

Courses of Study.

FREEHAND DRAWING.

The course in freehand drawing covers three years' work, and aims to offer opportunities for thorough training, and the development of power in quick sketching and illustration. It is a course of much value to the general student, of particular service to the photo-engraver, of assistance to the advertiser, and has in recent years been in considerable request by those engaged in millinery and costume designs.

FIRST YEAR.

Principles of freehand perspective. Studies of values and simple composition. Still life.

Light and shade drawing from ornament, still life, and the antique.

Drawing from the pose. Action studies. Elementary principles of pictorial composition.

Study of mediums, water colors, pen and ink, etc.

SECOND YEAR.

Still life, composition, and values.

Light and shade from the antique.

Drawing from the costume pose. Studies for costume and illustration.

Study of mediums, water color, oil, pen and ink, etc.

THIRD YEAR.

Still life, composition, and values.

Portrait study in light and shade.

Costume study for illustration.

Problems in different mediums; charcoal, monochrome, colored chalks, and pen and ink for the different processes of reproduction.

DESIGN AND COMPOSITION.

The school of design offers special training in the study of the principles of design and composition, and technical methods in applied design. The three years' course is arranged to develop appreciation of the principles that govern good design and originality in their application to wall-paper, textiles, leaded glass, ceramics, furniture, iron-work, interior decoration, etc.

A feature of this course of design and composition is the opportunity which it offers to teachers to study the application of art instruction to manual training. Original designs applicable to whiteling and bench work, for wood and leather carving, basketry, and weaving may be sought and



Power house and fire company of the Winthrop Normal Industrial College at Rock Hill, S. C., Dr. D. B. Johnson, Pres.

studied. Modeling of simple ornamental and useful objects may be undertaken, as well as the study of bent and wrought-iron designs.

FIRST YEAR.

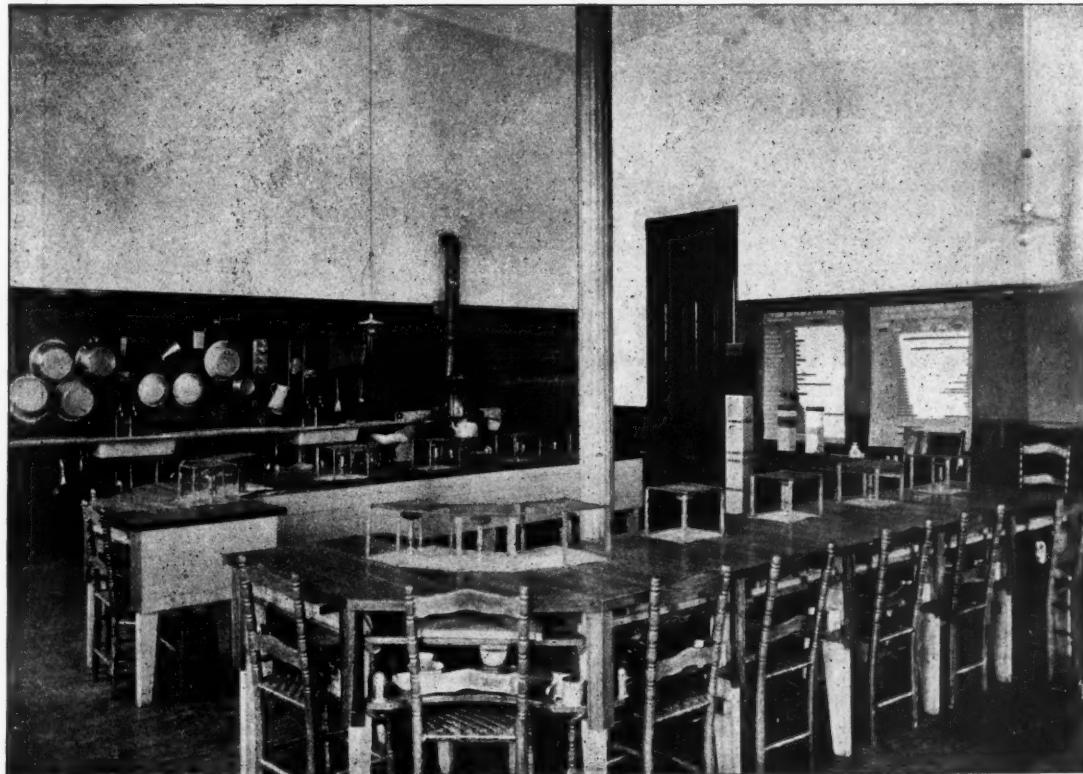
Principles of design. Theory and application.
Principles of composition. Original and research work.
Study of mediums, and materials.

SECOND YEAR.

Application of principles of design.
Principles of composition. Dark and light. Color.
Study of mediums and materials.

THIRD YEAR.

Practice in applied design.
Principles of construction and manufacture.
Application of mediums and materials.



Cooking school-room of the Winthrop Normal Industrial College at Rock Hill, S. C.

MODELING.

The important part which modeling plays in the applied arts has led to especial provision at the Warren avenue school for the conduct of classes in this subject.

The course of study covers a period of three years, and like the other courses in these schools is so arranged that beginners as well as advanced workers may find interesting fields for helpful training.

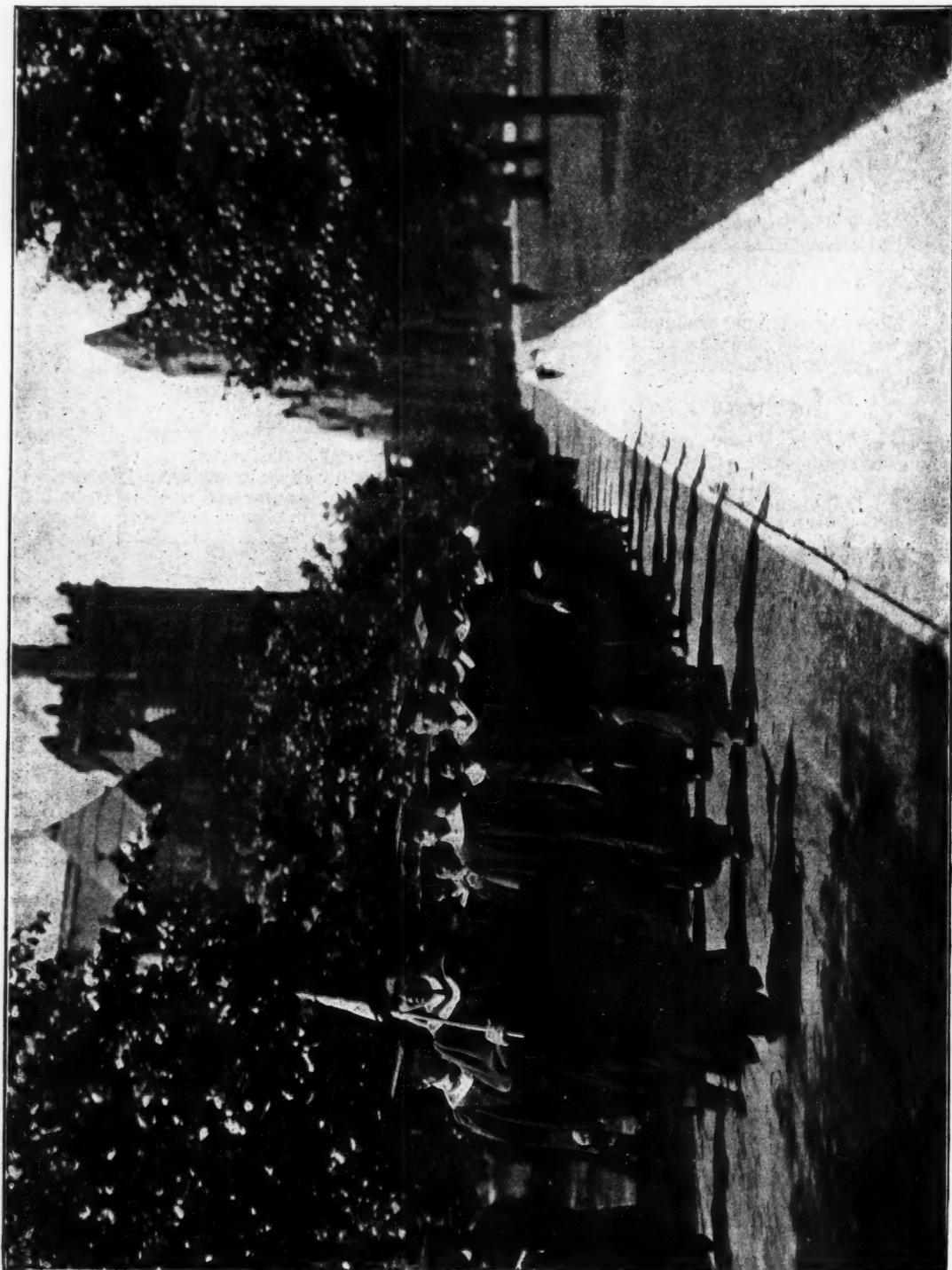
Three related divisions are offered. The first is planned for sculptors and stonemasons who desire to take up modeling to aid their profession, or to bring a greater feeling of plasticity into their work. A second division supplements the work of the freehand drawing classes, and offers opportu-

nities to teachers and advanced students to study modeling. The third division is arranged to meet the needs of students of applied design.

All pupils model from casts, plants, flat copies, or original designs; and study the principles of decoration as applied to stone, wood, and metal. Students studying in the third division are instructed in the designing and modeling of small objects, like candlesticks, drinking fountains, vases, clock-cases, ink-stands, tablets, and the like, which are of a character to be cast in metal.

ARCHITECTURAL DRAWING.

The course in architectural drawing, covering a period of three years, aims to train artisans to make and read examples of architectural draughting. It



Students of the University of Pennsylvania in cap and gown. Courtesy of Cottrell & Leonard, Albany, N. Y.

also offers to the architectural draughtsman the opportunity to pursue advanced study in architectural design, in sketching and rendering, and the making of perspectives from plans and elevations.

FIRST YEAR.

Making working drawings of simple models. Use of instruments. Views, sections, developments, dimensions, and lettering.

Working drawings of architectural details.

Plans, elevations, framing plans, details of ordinary frame, brick, or stone construction.

Tracing, lettering, and filing methods.

SECOND YEAR.

Problems in descriptive geometry, Intersections and developments.

Architectural perspective.

Doors, windows, balustrades, arches, and arcades.

Forms and proportions of the orders.

Architectural design.

Lettering.

THIRD YEAR.

Advanced problems in descriptive geometry.

Projection of shadows.

Advanced architectural design.

Problems in plans and elevations.

Rendering in pencil, pen and ink, and water color.

Students who desire may undertake an outline study of the history of architecture by a course of talks, readings, and the preparation of reports upon assigned topics. Such papers, illustrated by notes, sketches, and tracings, become of particular value to the student.

MACHINE DRAWING.

The course in machine drawing, covering a period of three years, aims to train artisans to make and read examples of machine draughting. It also offers to the machine draughtsman the opportunity to pursue advanced study in machine design.

FIRST YEAR.

Making working drawings of simple models. Use of instruments. Views, sections, developments, dimensions, and lettering.

Working drawings of machine details.

Shop drawings of some machine. Sketches, arrangements of views, details, dimensions, and finishing instructions.

Tracing, lettering, and filing methods.

SECOND YEAR.

Problems in descriptive geometry. Intersections and developments.

Principles of crank, cam, and gear design.

Shop drawings of some machine from measurement. Details, dimensions, and finishing instructions. Assembly drawing from the details.

Tracing, lettering, and filing methods.

THIRD YEAR.

Advanced problems in descriptive geometry. Intersections and developments.

Principles of machine design. Steam-engine, boiler, and dynamo construction.

Shop construction and arrangement.

STRUCTURAL DRAWING.

The extended use of steel construction in architectural and engineering projects requires a knowledge of this subject upon the part of the artisan and draughtsman. Courses in structural drawing are offered at the Charlestown and Roxbury schools.

FIRST YEAR.

Making working drawings of simple models. Use of instruments. Views, sections, developments, dimensions, and lettering.

Working drawings of structural details.

Detail drawings of floor framing for an office building.

Use of steel handbook, tracing, lettering, filing methods, and preparing bills of material.

SECOND YEAR.

Problems in descriptive geometry. Intersections and developments.

Strength of materials and design of riveted joints, gusset and splice-plates, and bearing surfaces.

Detail drawings of trusses, columns, or girders of more complex type.

Methods of shopwork, template making, inspection and erection.

THIRD YEAR.

Advanced problems in descriptive geometry. Roofs, valley and hip intersections, etc.

Strength of materials; tension, compression, bending moment and shear. Stress diagrams for dead wind and snow loads on roof trusses.

Design and detail drawings of one of the following structures: Roof of a power-house, with bracing, tie rods and anchorage.

Steel mill building. Simple riveted or pin connected bridge.

Shop marking and construction lists. Taking off quantities for estimates of cost.

SHIP DRAUGHTING.

The importance of Boston as a seaport, as well as a home of ship building and repair, has led the school committee to maintain for many years a class in ship draughting and design. The course, which is three years long, carries the student to the point of understanding ship design and delineation, and fits him to perform the calculations incident to daily practice in marine construction.

FIRST YEAR.

Working drawings of simple models.

Elements of projections, projection of points and lines, intersections of planes, traces, etc.

Practice in drawing a vessel. Use of instruments. Lines of the sheer, half-breadth, and body plans. Planes for correcting and harmonizing the system of lines. Ending of water lines, locating square stations, finding sections and diagonals.

SECOND YEAR.

Draughting complete plans of a vessel.

(a.) Sailing vessel. Hull, spar, and sail plans for the shipyard.

(b.) Steel vessel propelled by steam. Hull construction and details.

THIRD YEAR.

Sailing vessel (wood or steel). Design from given dimensions, displacement, etc.

(a.) Calculations for position of centers of buoyancy, heights of transverse center and metacenter, center of lateral resistance, position of center of effort of sails, etc.

(b.) Working sketches of selected features, complete sections of stem and stern post with attached work, sections of finished deck, interior of cabins, etc.

(c.) Tables of materials of construction with data for the yard.

(d.) Specifications.

The New School at Hastings-on-Hudson.

In keeping with the growth and general progress that has taken place in the busy manufacturing and residential town of Hastings-on-Hudson a great advancement has been made in educational matters. During the past few years popular interest and pride have been deeply awakened, and they have found a most substantial expression in the erection of a splendid new school building, which in plan, equipment, and general efficiency is unexcelled in that part of the state.

Prominent school men who have examined the building pronounce it a model of its kind, and it reflects much credit upon Foster Lyman Hastings, the architect, Thomas E. Hogan, the builder, the board of education, and the principal of the school, who gave unsparingly of their time and effort to the solution of the many problems incident to its construction.

The building occupies a commanding site, being situated upon high grounds two and a half acres in extent, affording from it a fine view of the Hudson river. There was recently expended upon it about two thousand dollars, in grading, building road and walks, and otherwise beautifying the grounds, and located as it is considerably above the street level it has been given a very artistic setting.

The cornerstone of the building was laid in April, 1903; it was dedicated on June 22, 1904, and opened for school purposes at the beginning of the present school year.

The building is of brick and stone and cost \$70,000. One of the most characteristic features is the admirable results secured in the matter of light and air. There is not a dark or gloomy place in the building.

At either end of the building pupils' entrances open directly into the basement, into large and light play-rooms extending the entire width of the building and which can be readily fitted up for use as gymnasiums. Adjoining these are ample toilet rooms containing the finest appliances of school plumbing. Much attention was given to this fea-

ture of the work, and the sanitary conditions in this respect are admirable.

All the stairways in the building are wide, they are entirely of stone and slate and wholly enclosed by fire walls, thus making them absolutely fire-proof. A wide hall extends the length of the first floor, and in addition to six class-rooms here are

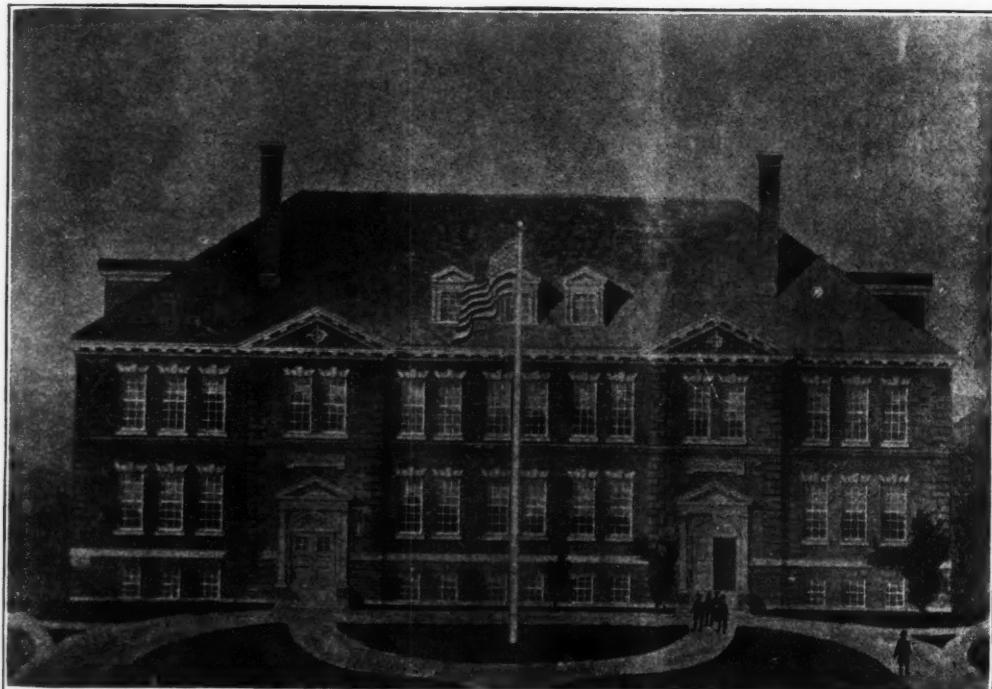


Supt. William R. Williams, Hastings-on-Hudson, N. Y.

found the library, office of the board of education, the principal's office, and the teachers' room, all furnished in appropriate style.

All blackboards in the building are of the finest slate, four feet wide. They extend entirely around the walls of the class-rooms.

On the second floor are six class-rooms and a fine assembly hall seating five hundred people. This hall is lighted by large windows and skylights. Its artistic properties are unsurpassed and at night it is brilliantly lighted by gas and electric lights.



Public School at Hastings. Foster Lyman Hastings, architect.

The upper floor is not at present finished off, but contains room that can be utilized in various ways when needed.

The building is heated by steam by both direct and indirect radiation. By a mechanical arrangement the heat is kept uniform at all times, being automatically controlled by a thermostatic system of temperature regulation.

Another feature of this modern building is a complete and efficient system of ventilation. It is controlled by a fan operated by a gas engine. By means of this system the air in all rooms is being continually changed and tests have shown that the results are excellent. The entire building is lighted by electricity and gas and fitted with electric gongs.

Hastings-on-Hudson is a town of about 2,000 people and in providing so admirably for the education of its young it has done great credit to itself. Its people have shown a public spiritedness and an interest in education that may well serve as an example to many a larger town.

In this progressive movement that has been taking place no one has been more untiring and zealous than the young principal of the school, William R. Williams, who has been at Hastings

for several years. With characteristic energy he had labored under many difficulties to build up the school, and a vigorous school system, housed in a handsome building, is in a particular sense a tribute to his ability and perseverance. He is a man of tact and executive ability and under his management in the new quarters the school will continue to grow in size and efficiency.

The school is fortunate in having a progressive and wide-awake board of education that is always anxious to promote its interests. This hearty co-operation with those more directly concerned in the administration of the school and their genuine sympathy with the work that is being attempted is exerting a most wholesome influence. In any school the influence of a board of education that is loyal, broad-minded, and progressive makes for a vigorous and harmonious system.

The members of the board are Jas. E. Hogan, president; Dr. P. R. Lyman, secretary; Carl Prube, treasurer; Wm. R. Cope and William Steckert.

We congratulate the village upon its prospects; upon the spirit existing among the various interests of the school, and we hope that as time goes on this work that has been begun may continue to grow in influence.

The Professional and Financial Side.

6

Conducted by William McAndrew, New York City.

Teachers' Salaries.

[Bulletin No. 4 of the Indiana State Department of Public Instruction. Fassett A. Cotton, state superintendent.]

It is conceded that the pay of teachers is not commensurate with the dignity of the profession and the work required. While the professional teacher chooses his calling and works in it from motives higher than those of material gain, it is true that in order to do his best work this teacher must have money and the things that money will buy. There has been a slow and steady growth in salaries, but they are still very meager and unsatisfactory. One of the first essentials for substantial progress is an intelligent understanding of the actual conditions by the teachers themselves. To this end attention is called to the following statistics for Indiana for the year ending July 31, 1904:

| | |
|---------------------|----------------|
| Total paid to men | \$2,887,961.85 |
| Total paid to women | 3,944,359.85 |

TOWNSHIP SCHOOLS:

Men, per day, \$2.57; per month, \$51.40; per year, 6 months, \$308.40; per year, 7 months, \$359.80; per year, 10 months, \$514.00.

Women, per day, \$2.37; per month, \$47.40; per year, 6 months, \$284.40; per year, 7 months, \$311.80; per year, 10 months, \$474.00.

TOWN SCHOOLS:

Men, per day, \$3.45; per month, \$69.00; per year, 6 months, \$414.00; per year, 7 months, \$483.00; per year, 10 months, \$690.00.

Women, per day, \$2.59; per month, \$51.80; per year, 6 months, \$310.80; per year, 7 months, \$362.60; per year, 10 months, \$518.00.

CITY SCHOOLS:

Men, per day, \$4.52; per month, \$90.40; per year, 9 months, \$813.60; per year, 10 months, \$904.00.

Women, per day, \$2.75; per month, \$55.00; per year, 9 months, \$495.00; per year, 10 months, \$550.00.

HIGH SCHOOLS:

Average annual pay in commissioned high

schools, \$806.50; in non-commissioned schools, \$500.04; general average for all high schools, \$684.81.

The average annual salary for all teachers in all schools is about \$440.00.

The United States Bureau of Labor gives the average expenditure per family in the North Central States in 1901 as \$785.95 for all purposes, and as \$321.60 for food alone. From this it will be seen that teachers are not making average living wages.

Cause of Low Salaries.

First and foremost let it be understood that the salaries of teachers represent the community's estimate of the value of the schools to the community. To solve the problem the causes of such a judgment must be arrived at, and the following views may be considered:

First, the people exalt material things and depreciate the spiritual things. They generally use good judgment in their business transactions; they want the best lawyer to look after their monied interests; they choose the best physician for their families, but somehow they continue in the notion that anybody can teach school.

Second, the proper relation does not exist between teacher and patron. The teacher does not know the people, and hence, is not the power he should be in the community. For this condition the teacher is responsible. Sometimes he doesn't even live in the community, and of course can take no interest in it. Sometimes when he does live in the community he acts as if he were merely a transient sojourner, and does not enter into its life. Sometimes he is pedantic, narrow, and not well enough informed to be socially agreeable. He does not consult with the leading men and women with regard to the needs of the community. He does not invite the patrons to his school and confer with them in regard to his work and that of their children. On the other hand, the patron is responsible, too. He is not informed on schools and is not interested. He does not cultivate the acquaintance of the teacher. Sometimes he stands in awe of the teacher's superior learning and there is a kind

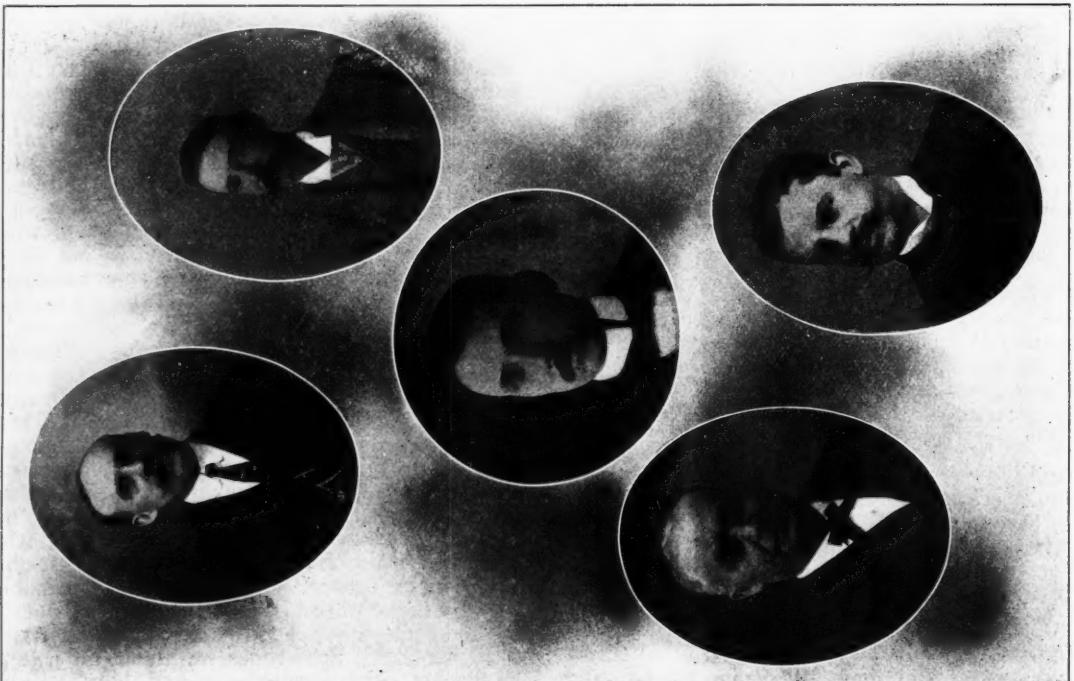
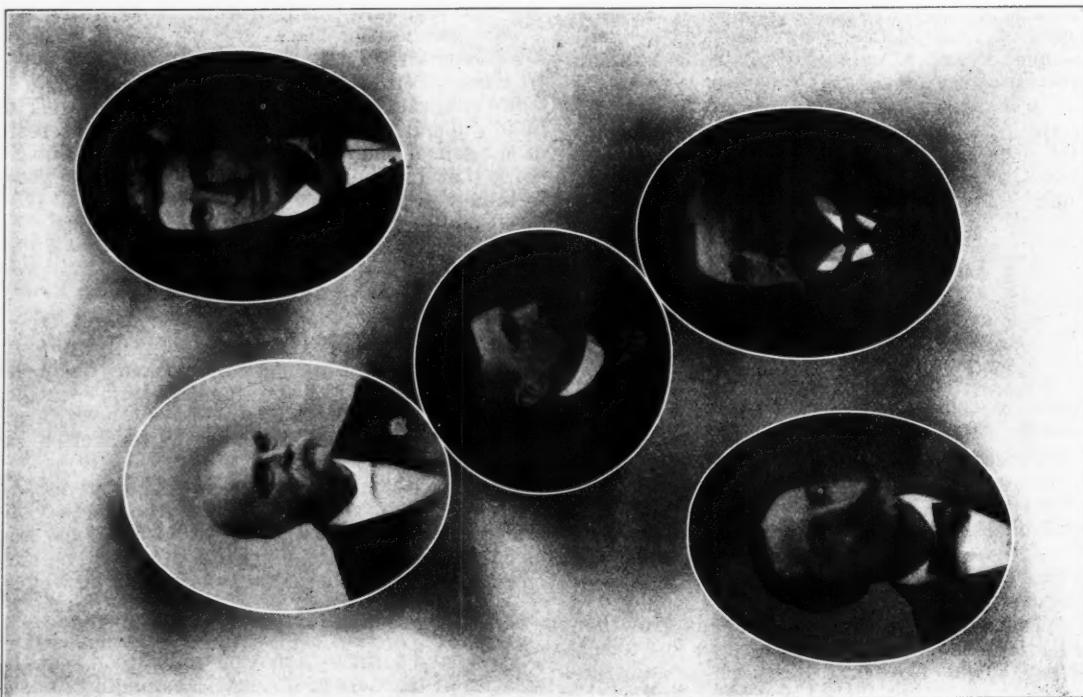
of a restraint like that which sometimes exists between pastor and church member. He thinks the teacher doesn't know anything but books anyhow, and that he is incapable of unbending. The fact is that if patron and teacher would only take the trouble to get acquainted each would be surprised to find what a good fellow the other is, and that humanity is pretty much the same the world over.

In connection with this thought it is fair to say that lack of preparation on the part of the teacher is partly responsible for the estimate which the public places upon his work. *This* phase of the problem is reserved for future discussion.

Lack of Revenue.

It is often stated that salaries of teachers are as

high as the revenue will permit. But why is the revenue so limited? The answer is again that men are not convinced of the large merits of education. All men should pay school taxes willingly. The man with children, that his children may be educated; the man with no children, that the children of his poorer neighbor may be educated, his property protected, and peace preserved. The man of wealth often does not seem to appreciate the close relation existing between freedom and free schools; between the safety of his property and education. He does not see that the more school tax he pays the less he will be taxed for prisons, courts, poor houses, and tramps, to say nothing of graft. It is reasonable that the more the people spend upon the education of the masses the less will they need to



Board of Education, Kingston, N. Y.
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W. Scott Gillespie,

spend upon courts, prisons, reform schools, and the like. The demands of the twentieth century are large. Our schools must really educate the children—teach them to do things and to do them well and skilfully. More than that, they must teach them to want to do things. They must teach them to work and to want to work for their salvation. A system of education that leaves one without the power to undertake and accomplish things in life is worse than worthless. But all this will take money. The people must be aroused.

The rank and file of taxpayers, the day laborer, the mechanic, the farmer, the merchant, do not see that teaching requires either special aptitude or special preparation. They do not seem to see the need of much education, and oppose strenuously the small tax imposed. As a matter of fact, when a reduction of taxes is called for in state, city, or township, education generally suffers first.

In some communities, however, the maximum levy does not produce sufficient revenue to conduct the schools the minimum legal term. This was discussed in Bulletin No. 3 and a remedy suggested.

Men and Women as Teachers.

The fact that men are leaving the profession and that it is becoming a woman's calling has something to do with the salaries. It is not a question of whether the pay of women should equal that of men. For equal service of course it should. But public opinion, the law of supply and demand, and other economic problems have entered this question of teachers' salaries. It is true that the more men that are retained and the higher salaries paid to them, the better are the salaries of both men and women. It is true that in systems where few men are employed that the salaries of women are perceptibly lower than the salaries of women where men are more numerous. Dr. E. B. Andrews, while superintendent of the Chicago schools, tried for some time to teach the women teachers of that city this lesson in school economy, and some of them at least refused steadfastly to comprehend it.

Teaching Not Yet a Profession.

After all one of the greatest causes of poor pay to teachers is the fact that the vast majority of teachers are not professional educators. The calling is still a stepping-stone to other professions and will continue to be so as long as present conditions exist. The prospective lawyer, doctor, and minister are willing to take temporary employment as a teacher at a lower salary than a professional educator can afford to take it. There is a great deal in the attitude of consciousness with which one comes to a calling. Men enter law and medicine for life. The average life of the teacher is four years. It is safe to say that a large per cent. of those who teach on and on do so in yearly anticipation of some change for the better that may come to their relief. Many are teaching because they had not the courage to starve till a competence might come in the profession of their choice. Many others are teaching because they had not the means to go into business. Poverty makes teachers subservient to society. They get used to small means and small ways and for this reason are incapacitated for the big things in life.

Reasons for Better Salaries.

The professional teacher must make long, careful preparation before entering his life work. This training must qualify him to be a real teacher in a real democracy; it must prepare him to help "bring freedom to humanity." In order to do this he must receive such compensation as will enable him to give his best thought to his work. He

must have the opportunity to make constant daily preparation after he has taken up his life work. Under present conditions he is often compelled to do other work "on the side" to assist him in earning a living for his family. His hours are long and his work hard. He must work in the presence of people, often under the criticism of people in other callings, and too often under unsympathetic supervisors—mechanical taskmasters instead of the professional artists they should be. This is a severe strain on the nervous system.

Just Recompense.

To begin with, every teacher should have comfortable living expenses. In addition he should have enough to reimburse his expenditures in preparation. There should be sufficient salary to enable him to travel some and to buy the books and apparatus necessary to carry on his work. It should be possible for him to put by a small sum, at least, every year for the time when he can no longer teach. He should receive full pay while off duty on account of sickness. If any abuse this just privilege it is better to rid the calling of such offenders, than to make the innocent suffer. The teacher should have his annual vacation and every few years should have a year off on half pay for rest, recreation, investigation, and added preparation.

In our rural schools the minimum salary should be \$600. From this there should be rapid increase for increased efficiency and new preparation. The township trustees should have longer tenure and better pay, and county superintendents should be on a par with other county officials. Under such conditions good professional teachers could afford to become residents of rural communities and would be willing to attempt a solution of their problems.

(To be concluded next week.)

Coming Meetings.

Feb. 8-9, 1905.—Pennsylvania City and Borough Superintendent, at Harrisburg.

Feb. 28.-Mar. 2.—Department of Superintendence, National Association, at Milwaukee, Wis. Pres., Supt. E. G. Cooley, Chicago, sec., Miss Evangeline F. Whitney, New York city.

March 30, 1905.—Southeastern Nebraska Educational association at Beatrice. Pres., W. L. Stephens, Lincoln; vice-pres., Mrs. Olive W. True, Fairburg; sec., Anna V. Day, Beatrice; treas., J. C. Waddell, Pawnee City.

April, 1905.—North Nebraska Teachers' association at Norfolk. Pres., J. A. McLean, South Omaha; vice-pres., A. V. Teed, Ponca; sec., Otilia Pilger, Norfolk; treas., W. H. Richardson, Carroll.

April 1905.—Central Nebraska Teachers' association. Pres., R. M. Thomson, Ravenna; vice-pres., C. W. Taylor, Geneva; sec., Aimee Whitman, Ord.

April 1905.—Southwestern Educational association at McCook. Pres., George H. Thomas, McCook; vice-pres., C. W. McMichael, Arapahoe; sec., Sadie B. Smith, Holdrege; treas., James O'Connell, Trenton.

April —— Massachusetts Civic League, Boston, Mass. Sec., Edward T. Hartman.

Spring, 1905.—Western Drawing and Manual Training association, at Chicago. Pres., Lucy S. Silke, Chicago; Vice-Pres., Charles A. Bennett, Peoria, Ill.; Sec'y, Mary E. Chamberlain, Saginaw, Mich.; Treas., Annette Wales, Minneapolis; Auditor, J. E. Painter, Minneapolis.

July 3-7.—National Educational association will probably meet at Asbury Park, N. J. Pres., Supt. William H. Maxwell, New York city. Permanent Sec., Irwin Sherrard, Winona, Minn.

July 7-9, 1905.—Eastern Manual Training association, at Newark, N. J. Pres., Clifford B. Connelly, Allegheny, Pa.; Vice-Pres., Eli Pickwick, Jr., Newark, N. J.; Sec'y, Henry W. Hetzel, Central M. T. school, Philadelphia; Treas., William F. Vroom, St. Nicholas Terrace, N. Y.

July 11-13.—Pennsylvania State Educational association at Reading.

July 1905.—Tennessee State Teachers' association. Pres., Supt. P. L. Harned, of Clarksville; sec., W. L. Lawrence, of Clarksville.

Oct., 1905.—Western Minnesota Educational association. Pres., County Supt. M. L. Pratt, Granite Falls.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending January 7, 1905.

The propositions with which the plain citizen has to do in the administration of the common schools can be reduced to statements simple enough to be within his rational grasp. This is an important conviction for the people to acquire and for superintendents and school boards to act upon.

The strong superintendent rules his schools with a rod of iron. The transformation he accomplishes appears wonderfully thoro to the eye. But when he goes the forced changes do not long survive. The great superintendent is no autocrat. He seeks to carry his associates with him by voluntarily yielding to the rule of the majority. Consultation with his advisory board is a reality where he is the chief. The principle of democracy is applicable to school government as well as to other public affairs. Ability and a strong will alone may be sufficient to an autocrat. It requires greatness to be the central source of an uplifting influence in a democracy.

Colorado's vote for President Roosevelt was so overwhelming that no one on the Democratic side could possibly be elected, not even Mrs. Helen D. Grenfall who ran nearly ten thousand ahead of her ticket. She has given the State a splendid administration, and the wonderful educational progress made in the last five years thruout the State is to no insignificant degree the fruit of her conscientious labors.

President Finley, of New York City college believes in the city boy. He said at Cooper Union recently that the moral atmosphere of New York city is superior to that of the average village East and West. He also asserted that intelligent comparison would show that the average health was better in the city. However that may be, we will all agree with President Finley in everything he had to say with reference to the blessings of the common schools. The public school system often reminded him, he suggested, of the story of the five loaves and two fishes. "The boy comes into the school with nothing but five ordinary senses and two awkward hands, and is transformed into a man who may become a blessing to uncounted thousands. This is done, too, at a cost to the taxpayers of little more than it would cost to send each boy for a ride on the trolley every day. The economic sacrifice of the teachers made this possible. The salaries of the teacher, while not made too big, should be increased."

The sacrifice of one that many may live a higher life has ever been the law in human progress. Teachers in entering upon their work should well consider this. They have been set apart for the world's uplift. While nothing should be left undone to impress the people with the magnitude of the debt they owe to the teachers of their children, the thought must not be obscured that the teacher is no hireling. Great care and tact must be exercised in presenting to the taxpayers the need of the proper compensation of teachers. The discussions published in THE SCHOOL JOURNAL weekly under the head of "The Professional and Financial Side," may well be regarded as a model. There must be a desire to be fair and let all sides of the question have a respectful hearing. Intolerance, arrogance, and the methods of labor unions must be avoided. The conscience of the taxpayer must be educated. Use tact, not a club.

Physical Exercise for Girls.

It is said that where girls and young women are provided with the requisite appliances for taking regular exercise they are more regular in their attendance and more faithful in their devotion to the kinds of exercise prescribed than are young men and boys. A recent writer, in discussing the effect of physical training at Radcliffe college, declares that the students are fifty per cent. better than the Harvard men in their devotion to gymnastics. Not only do they take greater interest in the flying ladders and hanging ropes and the other apparatus of the gymnasium, which Mrs. Augustus Hemenway gave the college six years ago, but they develop outdoor sports in which practically all the students may take part as opposed to the competitive games in the men's colleges in which there are only a few participants, the rest of the student body sitting as hunchback spectators.

One of the most popular of the Radcliffe sports, which has been taken up by other institutions of higher education for women, is English hockey, a game which may be described in a general way as ice hockey played on a field. It was introduced into Cambridge by an English woman who became interested in the American game of basketball, and who agreed to exchange her expert knowledge of the English game for lessons in the American one. The new game was enthusiastically taken up by the Radcliffe Athletic Association, and it has now become the favorite outdoor sport for the young women of the college.

The Radcliffe authorities believe that the value of gymnastic work and field sports properly regulated is attested in the health records of the college. It is a remarkable fact that of the 670 women who have taken degrees from the institution in its twenty-five years of existence all but seven are still living, and the first death, one which occurred five years ago, was that of a member of the first class graduated.



Department of Superintendence.

The Department of the Superintendence of the National Educational Association will hold its next meeting in Milwaukee, Wis., February 28, March 1 and 2, 1905. The railroads have granted a round trip rate of one and one-third fare, on the certificate plan. The local committee at Milwaukee has secured the following hotel rates for the convention:

Plankinton House.—Headquarters.

American plan.—Rooms without bath \$3.00 per day and upward; rooms with bath \$3.50 per day and upward.

European plan.—Rooms without bath \$1.50 per day and upward; rooms with bath \$2.00 per day and upward.

Hotel Pfister.

American Plan.—Rooms without bath \$3.00 to \$5.00 per day; rooms with bath \$4.00 to \$5.00.

European plan.—Rooms without bath \$1.50 to \$3.50 per day; rooms with bath \$2.50 to \$3.50 per day.

Republican House.

American plan.—Rooms without bath from \$2.00 to \$3.00 per day; with bath from \$2.50 to \$3.50 per day.

St. Charles Hotel.

American plan.—Rooms without bath \$2.00 and \$2.50 per day; with bath \$3.00 and \$3.50 per day.

European plan.—Rooms without bath \$1.00 and \$1.50 per day; with bath \$2.00 and \$2.50.

Hotel Blatz.

European plan.—Single room without bath \$1.00 per day; double room without bath \$1.50; single room with bath \$2.00; double room with bath \$3.00 per day.

Kirby House.

American plan.—\$2.00 and \$2.50 per day.

European plan.—50c., 75c., and \$1.00 per day.

Hotel Davidson.

American plan.—\$2.00 per day, single or double, without bath, and \$2.50, single or double, with bath.

European plan.—\$1.00 per day, single or double, without bath; \$1.50 per day, single, with bath, or \$2.50, double, with bath.

Schlitz Hotel.

European plan only.—Rooms without bath \$1.00 and upward; rooms with bath \$1.50 and upward.

Reorganizing Philadelphia Schools.

Fifty of the school principals of Philadelphia, deeply impressed by the defects of the educational administration of that city, recently joined in a letter to the citizens, urging that a commission be appointed to thoroly investigate the present conditions, and after comparing the systems in use in other American municipalities, to report a plan for governing the schools of Philadelphia, whereby there would be effected a practical adjustment of true educational ideals to the local circumstances.

So deeply seated is the discontent in the Pennsylvania metropolis over the existing methods of school administration, that this bold appeal of the principals has met with instant response, and a speedy reorganization of the educational system seems to be one of the certain programs of the future.

The principals, in their open letter, referred to the disadvantages of the double headship over the schools, but they were, bad as this sounds, really understating their case. The schools of Philadelphia are practically under a quadruple management, and it seems impossible to imagine anything worse than that, except a quintupule one.

The councils of the city of which there are two, the select council and the common council, make the appropriations, and thus control that most powerful of all engines, the purse. Nor are they content with making the appropriation in a lump sum, and leaving to the educational authorities the division of the same. More and more have the councils given attention to the items on which the money is to be spent, until to-day, the use to which almost every dollar is to be put is directed beforehand, in the most minute manner, in the budget passed by the councils. Here is the first and perhaps the most potent of the administrative influences which rule the schools.

The second authority is the board of education. This board is appointed by the justices of the court of common pleas for the county of Philadelphia, and is therefore not directly responsible to the people. So excellent, however, has been the use of their appointing power by the judges, that there is no criticism on the personnel of the board, and the method of selection is very generally considered as excellent, much better than any plan by which Philadelphia politics might get a hold on the board, for even among the Quaker City's most ardent champions, the politics of the municipality are hardly considered as approaching within even a living distance of the ideal.

But the board of education, altho composed of able and upright men, is too large. It is in no sense a real committee or board, but is, from its size necessarily a parliamentary body, and therefore, like all parliamentary bodies, has a considerable portion of its time occupied with questions of a parliamentary nature, questions which required as they are in a large assembly, do not of themselves accomplish a single stroke of work. They are simply discussions of how to get to work. This absorption of time is the most important in a body, which like the board of education, sits only occasionally, and is composed of busy citizens who offer their services without renumeration. A paid body, sitting continuously, can afford to wind itself into parliamentary tangles, but such a directorate as the board of education, never.

This board, thus hampered, awards contracts, orders the salaries of teachers to be paid, and arranges the curriculum. It did once divide the money given to the school system, among appropriate objects, but the councils have practically taken away all its power in this direction.

Nor does it even possess unimpaired the three

general prerogatives mentioned above, for the mayor insists that he has a supervisory power over the awarding of contracts, and the money on such contracts cannot be paid from the city treasury without the countersign of the city comptroller, who in Philadelphia, is a subordinate of the mayor. The board of education, it is true, denies this reviewing power of His Honor, but has never yet carried the matter into the courts. Therefore the mayor constantly uses this authority, and is to be considered as a third independent system of control over the schools.

The courts have indeed given recent aid and comfort to the sorely beset board. Last year, Mayor Weaver insisted that the new department of supplies of the city government was vested with the power to purchase all school supplies. When the common pleas decided against him, he took an appeal to the supreme court, and meanwhile, that is from January to May, 1904, not a single text-book nor a sheet of paper could be furnished to the schools. No coal either could be contracted for, but the board rather than close the schools, allowed the director of the department of supplies to provide for the fuel the same as he does for the other municipal departments. It is worthy of note that the school coal bill was sixty thousand dollars more than it had ever been under the board's contract for the same length of time. Late in the spring, the supreme court handed down a decision sustaining the contention of the board.

But the division of authority does not end with the councils, the board of education, and the mayor. Philadelphia is divided into wards, and each ward has an elective sectional school board. This sectional board appoints and dismisses all the teachers within the ward, the board of education can only withhold their salaries. Consider the plight of a teacher or principal commanded, as is frequently the case, by the dismissing power to do one thing, and by the disbursing power, to do the opposite. Have we not the highest Authority that no man can serve two masters?

Here is the fourth of the quadruple power which pull and tug at the Philadelphia school system. It is comparable to nothing but a poor elephant each of whose legs has an independent power of locomotion. If the unfortunate beast goes forward, it is purely by accident.

What have been some of the results? Inadequate appropriations by councils for supplies forced the board to accept this full thousands of dollars worth of text-books as a sort of charity gift by philanthropic publishing houses. Not a particularly dignified spectacle for the opulent metropolis of the second commonwealth in the Union! The board, almost on its knees, besought councils for three hundred thousand dollars for immediately necessary repairs. Councils voted seventy-five thousand. The sectional board sort of bull-dozed the general board into a pro rata ward distribution of this money, with the result that while some good was done, where extensive repairs were needed, nothing was done at all. The possibility of ceilings falling on Philadelphia children is one of the least of their dangers. That disastrous fires have not produced a tragedy which would horrify the world can only be attributed to the mercy of a kind Providence. The heating plants in the older buildings would almost shock William Penn himself with their antiquity, and are a constant menace to every person within their influence. The board has repeatedly asked for one hundred thousand dollars for a general renovation, but the councils have given not one cent. Indeed the appropriations for supplies is now one-half per child, what it was ten years ago.

As a result eighteen thousand of the school

children are on half time, one thousand of whom are in the high schools, and many full time classes consist of eighty children, which is practically being on no time at all, with the additional menace of unhygienic conditions, for the school rooms would be crowded with fifty pupils. Last February the people voted to band themselves for twenty-two hundred thousand dollars for the erection of school buildings. Councils stepped in, and insisted, despite the board of education's protests, in dividing the money along ward lines. As a result many wards were most inadequately supplied, and a few got funds which they did not need at all. The usual disputes between councils, the board and the sectional boards over sites have occurred, which in the past have often delayed matters so that the little primary pupils for whom a building was needed were in college, or ought to have been, before the foundations of their elementary school had begun to be dug.

The endless conflicts between the different boards can easily be imagined. Necessary transfers of pupils from crowded to partially vacant buildings are refused, if the children must pass the ward line, and the board of education is almost reduced to the condition of a huge committee on the curriculum.

Eminent lawyers are of opinion that the creation of such a school commission as is urged by the principals would be consistent with the constitution of Pennsylvania, Philadelphia being the only city of the first class in the state, and the legislature being empowered to deal with cities as classes. With great judgment the principals have refrained from making any suggestions beyond placing before the citizens the desirability of a commission composed of eminent men, and possessing extensive authority to make over this antiquated school machinery. However, if one may judge from the Philadelphia newspapers, the general opinion seems to be that the commission ought to be appointed by the mayor, and that it should recommend a board of education with a much reduced membership and a much increased jurisdiction, and that the sectional school boards should be entirely swept away.

On January 27, a general mass meeting will be held under the auspices of the Philadelphia Teachers' association which it is expected will give such an impetus to the movement inaugurated by the public letter of the principals, that the legislature of Pennsylvania will at its present session take action. In that case, a speedy lifting of Philadelphia to her proper educational level may hopefully be predicted.

The Spitting Habit.

It was probably twenty-five years ago that an editorial appeared in the columns of THE SCHOOL JOURNAL suggesting to the teachers that some attention be given to form the habit of non-spitting. It had been observed that some teachers allowed their pupils to spit on the floor. A very excellent friend wrote a letter deprecating such advice on the ground of its lack of importance. The letter is remembered because it quoted Scripture; that anise and cummin were being tithed; and that the weighty matters of the school-room such as arithmetic and grammar should be put forward in THE JOURNAL.

During the present season a gentleman of scientific and medical distinction has presented to the pupils of very many schools the evils that result from spitting in the house and in public places; almost saying that if spitting was abolished consumption would about cease; that the cause of this dire disease is found in dried saliva borne about by the air, such having been ejected by those having infected lungs.

The street cars bear the warning that spitting is

unlawful and there will be a concerted effort in a few years all over the civilized world to end this useless and destructive habit. The matter is attended to at this time because of a letter from Omaha which refers to a decision of a school board not to employ a gentleman who was an industrious chewer of tobacco because of the expectation that ensued. No other objection was made but this was considered sufficient.

The public demand more than the teaching of arithmetic, grammar, and even spelling. The pupil must learn how to live. The objection that was made against the kindergarten that it did not teach the children how to read has been withdrawn, because it was seen that they were taught how to live—as children. The objections that have been made against instructive teaching concerning literature, for example, will take the same course when it is seen that men live by and thru literature; and this is sure to be reached.

Speakers at the A. A. A. S.

Prof. L. M. Haupt, the distinguished engineer who is now a member of the Isthmian Canal Commission, in an address delivered at Philadelphia on Dec. 28, before the American Association for the Advancement of Science, declared that New York harbor was in grave danger of being closed to ocean trade by an enormous sandbar which is moving westward from Jamaica bay at a speed of 260 feet a year, and gathering momentum as it advances.

Professor Haupt said that the closing of the harbor at Greytown, Nicaragua, in 1865, was the result of a sand movement only one-third as great as that which is now taking place outside of New York harbor. The sand bank on the southern shore of Long Island already contains some 66,000,000 cubic feet of sand, and is gathering 1,000,000 cubic feet each year. On the other side of the channel another immense sand deposit is also being thrown up by the ocean. This sand bar on the outer shore of Sandy Hook is added to at a rate of 500,000 cubic feet in a year.

The speaker thought that all ordinary remedies would be futile in the face of this gigantic movement. Advanced scientific operations were all that would keep New York a seaport.

On the same day, Dr. Edward A. Spitzka, fellow and anatomical demonstrator at Columbia university, in addressing the association, said he believed that the conditions governing the population of the United States were such that here would in the future be found the best types of brain, characterized by greater energy, mobility, and culture. He said he judged this from the present indications of the formation in America of a new family of the Aryan race, composed of such a blending of Teutonic, Celto-Romanic, and Slavonic elements as had never before taken place.

Dr. Spitzka ridiculed the theories of Benedict and Lombroso that there was such a thing as a "criminal type" of brain, and contended that such an idea was founded on a perversion of a very scanty collection of evidence.

Dr. Wilder S. Bancroft, retiring vice-president of the chemical section, caused rather a sensation by declaring, in his annual address, that he accepted the possibility of a transmutation of metals. With Metchnikoff, the great biologist, declaring his belief in the possibility of an elixir of life, it seems as if an apology is about due to the Middle Ages for the ridicule long cast on them for their search after these two discoveries.

Provost and Mrs. Harrison of the University of Pennsylvania received the members of the association and its affiliated societies in the evening at the Museum of Art and Science.

Letters.**The Litchfield Case and Christian Science.**

I have just seen a copy of your journal of the 3rd inst., and notice in it an account of the Litchfield case of Stamford, Conn., the report of which I regret to say has been greatly overdrawn.

Christian Science, like all new movements, has had to meet its full share of misrepresentation. With your permission I will therefore submit to your readers a brief account of the true facts of this case as they actually occurred.

That the child, Caleb Litchfield, was taken sick at school and sent home is positively denied by the teacher. The boy was from his first illness kept out of school by the voluntary action of his parents, and was not permitted thereafter to leave the house, nor were the other children of the family; and, furthermore, no child was allowed to enter the house.

As a matter of fact, the child was playing and apparently doing well until the morning of the day when the physician was called in. This gentleman was not "sent in" by the health board, as has been alleged in the press, but was called in by the family, according to the custom of Christian Scientists when there is any suspicion of contagious disease. At the time the physician called, the child was not believed to be seriously ill, and when asked if it were necessary to send for the boy's father, he replied in the negative. This would indicate that the doctor did not apprehend fatal results from the first, as has been reported.

The statement that "the health officer, after much opposition and only by threatening to use force, pushed his way into the Litchfield home," is also false. The health officer was courteously received, and, upon learning that a physician was in charge, left without asking admission. This is a matter of no great importance, except to show how entirely unfounded the published stories have been.

In the closing paragraph it is said that "investigation also showed that a child of the healer was also very low with diphtheria." This is another misstatement, as not one of the Christian Science healer's children was even affected by the disease. Christian Scientists are careful to quarantine their patients, for they are aware that any added anxiety tends to retard the healing of the case. It is their desire always to obey the law and to do that which insures the safety of their neighbors.

While the Litchfield boy must have contracted diphtheria from non-Scientists, five other children in Stamford having previously died from it under medical treatment there is no evidence that it was communicated by him to other families. The fact indicates that the Christian Science family was more successful in guarding against the spread of disease than the neighbors from whom it was received.

When it is natural that those who have only a superficial knowledge of the good result of Christian Science practice should regard a reliance upon it as neglect of the regularly prescribed methods, it behoves those who presume to judge to make a careful investigation of the successes resulting from such practice, and also to consider carefully the numerous failures of medical practitioners, in order to draw a legitimate comparison and reach a just decision. While Christian Scientists have found their method of treatment more reliable in the treatment of both children and adults than material remedies had formerly been, they do not desire to intrude their beliefs upon others. They ask no more than fair play, Christian courtesy, and recognition of their constitutional rights.

New York. RICHARD P. VERRALL.
Christian Science Publication Committee.

More Stenography.

More or less dissatisfaction is manifested by the teachers in the high schools, (excepting the High School of Commerce and Commercial High School at Brooklyn) in relation to the three years technical course and five years literary course. It seems to the writer that the non-essentials are crowding out the essentials. Such subjects as Greek and Roman history are required, while stenography is not taught even as an elective in the first year, yet is taught in some of the elementary schools in the last year. Stenography used as a means of education, induces the dictionary habit, and often results in a real appreciation of the masterpieces of literature. It also greatly aids in the study of foreign languages. Having analyzed the sound of his mother tongue and acquired a considerable working knowledge of phonetics, the application of the same method to French or German is a matter of course. Many very distinguished literary men have found phonography to be the first rung on the ladder of fame. The ability to put on record a new thought instantaneously is of incalculable value, without counting the facility with which memoranda may be made in stenographic characters. **AN ADVOCATE OF STENOGRAPHY.**

New York City.



The President has informed Congressman Livingstone of Georgia that he will appoint as a cadet at West Point, Stonewall Jackson Christian, grandson of Gen. Thomas J. Jackson, "Stonewall" Jackson, the great Confederate military commander. Young Christian is now a student at the Georgia Military academy.

**Presidential Succession.**

A committee of the house has reported favorably on the bill which puts the secretaries of agriculture and commerce ninth and tenth in the line of presidential succession. The succession law provides that in case of the death or resignation of both president and vice-president the various cabinet officers, beginning with the secretary of state, shall hold the succession. The secretary of agriculture and the secretary of commerce are the only cabinet officers not in the line of succession. When the succession bill was enacted these two offices were not in existence.

Poisons accumulate in the system when the kidneys are sluggish—blotches and bad complexion result—take Hood's Sarsaparilla.

THE SCHOOL JOURNAL,

NEW YORK, CHICAGO, and BOSTON,

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 34th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specifically ordered to be discontinued and payment is made in full.

From this office are also issued four monthlies THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

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E. L. KELLOGG & CO. Educational Publishers,

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School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Exhibition of Time-Saving Devices.

At the Madison Square Garden on Dec. 12, 13, and 14 was shown what inventive genius has accomplished in several fields to aid the business man, by making the transaction of business easier and more rapid. Of course in any such exhibition the typewriter must play a large part. There were several quite well-known machines on exhibition, the several of the best known were not there. Typewriter ribbons with new features were also to be seen; also several duplicating devices. Among these was the Daus "Tip-Top" Duplicator, which makes from 100 to 150 copies from one original in black ink. It produces the handwriting so faithfully that copies duplicated in black ink on this apparatus are often taken for ordinary written letters and not duplicates.

The exhibit of paper, fountain pens, paper clips, and journals devoted to business matters was extensive. The magazines included *Pitman's Journal*, devoted to the Isaac Pitman shorthand system and published by Isaac Pitman & Sons, who also issue numerous works on shorthand and allied subjects.

Many novel and useful devices were seen including several loose-ledger systems; a vertical filing system; a time lock device, showing the time of opening and closing; a device for registering the time when employees begin and quit work; methods for protecting checks from being raised; a large number of adding and calculating machines; office desks, chairs, and other furniture; a machine for addressing envelopes rapidly, and one for folding letters and circulars, etc.

Probably the device that attracted the most attention was the Telautograph, invented by the late lamented Asa Gray. Near the entrance to the hall the visitor was startled by seeing a stylus making its devious way over a vertical sheet of paper, without any visible means of propulsion. On examination it was found that it was making sentences and drawings.

The explanation of this strange phenomenon was found at the other end of the hall where a man was making the identical writing and drawing that this receiver was copying. The transmitter and receiver which are connected by wire are an electric device that may be called the "writing telegraph." The mechanism is too complicated to be described here.

Cap and Gown.

Two years or so ago the regents of the University of the State of New York chartered an association to be known as the Intercollegiate Bureau of Academic Costumes. This bureau is located at Albany and is composed of the members of the firm of Cotrell & Leonard, and the heads of their departments. It has a depository where there has been gathered together more material in regard to American college customs and costumes than can probably be found at any other one place.

Mr. Gardner C. Leonard, Williams '87, from the difficulty experienced in getting his own commencement cap and gown properly made, equipped the old fur and cloak house of Cotrell & Leonard with a department intended to make college vestments as they should be made, precise in cut and color. That the development in the use of these gowns on ceremonial occasions has been an orderly growth, and has gone on harmoniously among the many educational institutions in America, is very largely due to this firm. Without its aid there might easily have been ceremonial anarchy.

Their little pamphlet, containing a full account of college caps and gowns, with a number of illustrations, is an extremely interesting one to all those connected with education, even if it exhibits education only on the lighter and more spectacular side. Few of us can remember the difference between a bachelor's and a master's gown, or the exact color which distinguishes the hood of a doctor of laws from that of a doctor of science. The next time we have to attend a grand college celebration we can carry one of these pamphlets along in our pocket, in order to be able to appreciate the significance of the many colored procession marching across the campus.

This firm is often entrusted by college authorities with secrets as to their forthcoming honorary degrees, in order that the proper costume may be prepared in advance. No less than three presidents of the United States have honored the establishment with orders for their doctor of laws gown and hood, and an index of its letter files would show an unequalled list of those American and foreign men of eminence who have been given degrees by American colleges during the last fifteen years.

It is beginning to be realized that a distinctive academic costume has one great practical advantage. It obliterates the distinction between the rich and the poor. At a high school commencement there are certain to be families repre-

sented who can ill afford the expense of a new gown, however simple, for the daughter about to graduate, and there is pretty certain to be also families whose daughters can come to the ceremony arrayed in costly fabrics of fashionable make. As human nature is constituted, this is bound to cause disappointments and heart burnings, altho no sensible person would for a moment blame the rich for honoring the occasion by coming tastefully attired.

If, however, the academic cap and gown is used, all the young ladies will look well, all will be pleased with the dignified costume they appear in, and the daughter of the workingman can sit next to the daughter of the millionaire without comparison on their respective dresses. The same facts apply to a boys' graduation, altho with less force. Still, even among the masculine sex, sufferings on the ground of appearances are not unknown.

The Johnson Maps.

There is only one way to learn geography, and that is by the map. A child has been very indifferently trained who has not had burned into his brain, by the time he grows up, a tolerably complete map of the world, of the United States, and of his own state, so that instantly, whenever the occasion requires it, that mental map will spring up before his interior vision. But the only possible manner of acquiring that facility is by constant use of maps.

W. and A. K. Johnson's map have long held the highest standing in the educational world. The award to them of a gold medal at the St. Louis exposition indicates that this is still the prevailing opinion.

A. J. Nystrom & Company, the American agents for these maps, desire to call particular attention to the splendid new "United States Possessions Map" which the Johnsons have just brought out. This map, beautifully lithographed, is complete in every detail. Not merely Guam and Tutuila are put down as belonging to the United States, but Midway island, and even the tiny reef which alone in hundreds of miles of sea raises itself above the foam of the Pacific, and is called Marcus island, is marked among the American possessions.

Superintendent C. E. Mann, of the schools of Batavia, Ill., has written a pamphlet for teachers to accompany this American possessions map, which in a compact form tells almost all the non-political facts in regard to the Union and its outlying dominions one wishes to know; certainly all the facts that children are likely to remember. It is a worthy accompaniment of such a map.

Five Year Contract System.

The action of the board of estimate and apportionment of New York ordering that none of the various departments of the city government should make contracts for longer than one year, is aimed at the decision of the board of education to abandon its policy of letting contracts for text-books for one year and instead to make the contracts run for five years.

From the time this action of the board of education was taken, Comptroller Grout has been opposed to it, and he has now converted the other members of the board of estimate to his way of thinking. It seems, however, as if the comptroller and his colleagues had misapprehended the character of the action of the board of education, for in reality these contracts for text-books are in no sense contracts.

Formerly the board made up every year a list of the school books which it was permissible for principals to order. This not only occupied the time of a number of employees in the supply department for several months, but for an equal length of time a heavy burden lay on the mind of the educational publishers, and took up much of their energies. It was so easy, with thousands of books to be handled, for a clerical error or some other unintentional mistake to cause a valuable book to be excluded from the schools, at a loss to their interests as well as to the interests of the book's publisher.

If the new rule of the board had been permitted to go into effect, by the comptroller and the other high city officials who compose the board of estimate, this long list of permissible text-books would have been compiled only once every five years, with an immense saving of expense to the department of education, and a vast economy, not only of money, but also of time and nervous energy to all those publishers who hitherto have been compelled to journey many times each summer and fall toward Fifty-ninth street, to see that their books were being properly placed on the list.

Of course, if this list were a contract in the real legal sense, strong counter reasons would outweigh this one advantage, strong as it is. But the list is not a contract. The city does not obligate itself to purchase a single copy of any book which it thus permits the principals to order. The number of books ordered rests with the principals. It is also

clearly provided that the board may, if it sees fit, drop any book from the list during the period of five years, and, of course, it is always in the power of the board, at any time, to add any book to this selected catalog of text-books. Furthermore, it is distinctly provided that in case the publisher issues a new edition of a book thus approved by the board and placed on its list, that he must substitute, at the same price, the new edition for the one that he had offered when the roll of allowable books was drawn up.

With all these safeguards against the perpetration of obsolete texts, and when it is considered that the list, when it is finally made up, is of such a length that all the good educational works of all the publishers find a place therein, it seems as if the comptroller must have misunderstood the nature of the board of education's action, and thought that an exclusive contract to use a few books for five years, no changes of any kind being possible during the period, was the action taken by the board.

THE SCHOOL JOURNAL has interviewed a number of prominent New York publishers on this subject, and finds them, with one exception, heartily in favor of the change contemplated by the board of education. The one firm that rather preferred the former custom was influenced more by its dislike of making up a definite list of its books this particular year, than by any profound objection to the idea of the five year period.

"Well," as the manager of an educational department said, "once every five years I can stand working over this list, but to do it every year was worrying me into my grave." He then pointed out that when the list is compiled at the end of five years, it can really be made the subject of careful thought, the superintendent and even the board scrutinizing it carefully, and weeding out such books as experience has shown are undesirable, and also giving some attention to those books which are offered as candidates for a place on the list, so that the New York list of text-books would be, while not narrowly restricted or refusing a place to any work of merit which might be adapted to the methods of any class of teachers, still a list which would carry some authority throughout the country, and on which a publisher would take some pride in seeing the works of his writers.

When the list is arranged every year, this care is impossible. No one has time to devote to it, and the consequence is a jumble where many an antiquated text slumbers, because no one has had occasion to disturb it, and where haply, sometimes a new publication of great merit is overlooked thru sheer inadvertence.

It seems impossible, if such considerations as these were laid before the board of estimate, that it would see not the advantage to the schools and all connected with them and their books, of this attempted reform of the board of education, and clearly discerning that, thus safeguarded, no injury could be done to the interest of the city, would permit the education department to carry out, along the lines thus planned, this beneficial change.

The American Book Company.

The board of directors of the American Book Company has elected Dr. H. H. Vail to be vice-president of that corporation, the office made vacant by the sudden death of General A. C. Barnes during the last week in November. Dr. Vail had previously served as chairman of the board of directors.

The board has also elected Mr. Alfred Victor Barnes, son of General Barnes, to occupy the chair at their table formerly occupied by his father, and it has also placed him in charge of the manufacturing department of the company.

In October, 1903, a fire destroyed the building occupied by the American Book Company in Cincinnati. The company had at that time preliminary plans under way for a new establishment, and this accident hastened their completion. The new building, at 300 Pike street, has recently been opened for business. It contains the Eclectic Press, on which about half of the manufacturing work of the American Book Company is done. THE SCHOOL JOURNAL will in the next school board number present an illustrated account of this extensive addition to the company's plant.

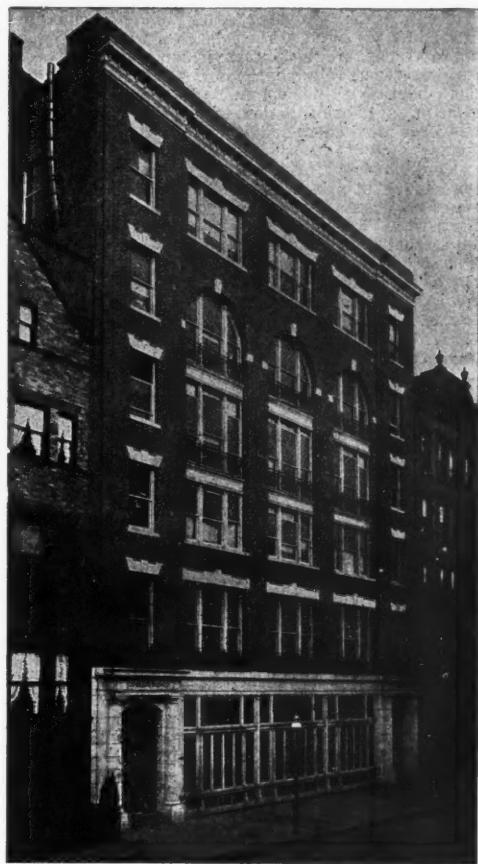
Doubleday, Page & Company's Building.

On East Sixteenth street, between Irving place and Third avenue, on the site known to all old New Yorkers as that formerly occupied by the late David Dudley Field, the publishing firm of Doubleday, Page & Company has erected a building which is not only complete in every respect, but it is not too much to say is an ornament even in this city of superb buildings. Of course the Doubleday-Page building is not of the gigantic proportion of the "Flatiron" or the new home of the *Times*, tremendous aggregations of steel and granite which strike the eye even on the Hackensack meadows, and are comparable only to the pyramids of Cheops or the Colossus of Rhodes. In fact one is not aware of the publishing house until he turns into Sixteenth street, but once seeing it, the eye is gratified by the dignified, harmonious outlines, and willingly leaves to other structures the attribute of bigness.

But the Doubleday-Page building is not a small one. This apparently disparaging reference to its size has been made because there seems to be a class of people to whom the

number of cubic inches occupied is the sole test of architecture, wherefore behold the vaunting of a proposed forty-seven story monolith, and the complacent satisfaction of the multi-millionaire when he steps out of his carriage beneath a porte-cochere monstrosity one hundred feet high.

The structure occupied by Messrs. Doubleday & Page and their associates is six stories high, covering two extra wide city blocks, and runs back in the rear to the full extent of



those blocks. It is of pressed "Harvard" brick with white stone trimmings, and is built in the colonial style, the first floor being entirely of white stone ornamented with Doric pillars.

The first floor is given over to the huge presses on which *The World's Work* and *Country Life in America* are printed, presses well worthy to be attentively observed, for they appear to act with a sagacity and precision almost human. They print the magazine in full view of the street, and at almost any hour of the day or night a curious crowd can be seen watching thru the quaint, diamond paned colonial windows the rhythmic movements of the great machines.

Habit's Chain.

Certain Habits Unconsciously Formed and Hard to Break.

An ingenious philosopher estimates that the amount of will power necessary to break a life-long habit would, if it could be transformed, lift a weight of many tons.

It sometimes requires a higher degree of heroism to break the chains of a pernicious habit than to lead a forlorn hope in a bloody battle. A lady writes from an Indiana town:

"From my earliest childhood I was a lover of coffee. Before I was out of my teens I was a miserable dyspeptic, suffering terribly at times with my stomach.

"I was convinced that it was coffee that was causing the trouble and yet I could not deny myself a cup for breakfast. At the age of 36 I was in very poor health, indeed. My sister told me I was in danger of becoming a coffee drunkard.

"But I never could give up drinking coffee for breakfast altho it kept me constantly ill, until I tried Postum. I learned to make it properly according to directions, and now we can hardly do without Postum for breakfast, and care nothing at all for coffee.

"I am no longer troubled with dyspepsia, do not have spells of suffering with my stomach that used to trouble me so when I drank coffee." Name given by Postum Co., Battle Creek, Mich.

Look in each pkg. for the famous little book, "The Road to Wellville."

Attractive window displays of the new Doubleday-Page books also make those pause to whom the working of the presses is either uninteresting or has become monotonous.

On the second floor are the editorial and reception rooms and a part of the business offices. If surroundings are really of value to the writer, the members of this editorial staff are singularly favored. The editorial rooms are just the apartments in which one feels that the Muse of Current Events could be induced to take up her abode, modern yet without that offensive touch whereby the Philistine repudiates all the past; artistic, yet sober withal, avoiding equally the sordid bareness of the counting house and the effeminate frippery of the average "literary den," work shops for business men whose range extends beyond the piles of dollars which barricade the commercial world to what those dollars mean, studios of artists in words who never forget that the words must carry solid thoughts to much harassed, busy men.

The reception rooms are such as would delight our good Dr. Wagner (he of Paris, not of Parsifal). A simplicity that is not nakedness seems to stretch out cordial hands of quiet invitation. Perhaps the psychologists are right when they tell us that rooms and houses acquire a character from those who live in them. If that theory be true, the frequent presence of Mr. Walter Page in these rooms will account for the air of courtesy and hospitality which the very furniture reveals. Mr. Page is not of good old Southern birth for nothing.

The business offices are what they should be, comfortable and convenient, nothing more. We heartily subscribe to the Ruskinian theory that the instrumentalities of mere gain have no right to borrow the raiments of the Graces, but are much more attractive in their trim habits of severe utility. It offends to see a bank cashier counting his coin under a ceiling of Cupids and Fauns, or to be compelled to purchase a ticket to the country alongside of green marble pillars seventy feet tall. These contradictions the publishers have avoided. To the citizens passing along the street they present an artistic aspect, an aspect repeated in those parts of the building devoted to social or artistic uses, but the business appointments are ingeniously businesslike, and so avoid, as a wag lately put it, either "the later Pullman or the early German Lloyd style."

So about the other portions of the building what can be said? The subscription department, the circulation department, the printing establishment occupy the remaining floors, and every contrivance which will promote the efficiency and comfort of the little regiment of employees is carefully provided. Lockers and sanitary wash rooms, a luncheon room, double sets of elevators, mailing tubes and telephones at every elbow, ample light, and the latest devices for good ventilation, all the things which smooth the path of modern life, are here in abundance. In some extraordinary manner Doubleday, Page & Company seem to have captured all the fresh cheeked young lads and girls in New York for their clerical force, and to watch these cheerful individuals throng out of the building in the late afternoon is a tonic sight to the metropolis-dweller weary of the pasty-complexioned young men and artificially adorned misses of the great city. How does the firm accomplish it? Does it import a new set each week from the hills of New Hampshire, or has it a secret recipe for preserving in its establishment the wholesomeness of its youth?

Adjoining the publishing building is the handsome residence of Mr. Doubleday, in a style harmonious with the structure next door.



The Book and School Supply Field.

It is understood that The Macmillan Company have leased the premises, No. 64 Fifth avenue, adjoining their building on the south, and that early in the year the offices of the company will be moved into their new quarters, the large structure now occupied by them being turned over to other departments of the establishment.

The handsome new high school at Greenburgh, Westchester county, New York, has been equipped with the Johnson Thermostatic Regulating System for regulating the temperature automatically. Nowhere is such a method needed more than in the schools, and the Johnson system is being widely adopted.

The American Book Company announce the interesting intelligence that their "New Century Physiology" has been adopted by the schools of Edinburgh, Scotland. Sidney Smith would hardly have believed that America could ever send text-books across the ocean for the British schools. Thus does the "American invasion" continue its march.

The Cincinnati branch of the American Book Company sends word that the following adoptions, among others, have been recently made in its territory: Clinton, Ind., has adopted Harkness' Latin grammar, and Ravenna, Ohio, Roddy's Geographies, Avery's Physics, and Avery's Chemistry. Lima, Ohio, has re-adopted the Natural Geographies for five years, and Dyer's Physical Geography has been adopted by Valparaiso college at Valparaiso, Indiana.

Halleck's English Literature has been adopted in Wilming-ton, Ohio; and in Ashland, Ohio, Steps in English, Dubb's Commercial Problems, and the New Education Reader, No. 1, has been approved by the school board.

Millersburg, Ohio, has readopted for five years the following important publications of the American Book Company: Patterson's American Word Book, Harvey's New English Grammar, Eggleston's First Book of American History, McMaster's Primary History, McMaster's School History, Overton's Advanced Physiology, Milne's Standard Arithmetic, Milne's High School Algebra, the Natural Geography, McCleary's Civics, Harkness' Latin Grammar, and Harkness & Forbes' *Cæsar*.

The University of Chicago Press has established an eastern office at 156 Fifth avenue, where a full stock of its publications will be kept.

The wholesale publishing business of Henry T. Coates & Company, 919 Walnut street, Philadelphia, has been purchased by the John C. Winston Company for a price which is said to be about two hundred thousand dollars.

In 1866 the firm was started as Porter & Coates. Not long ago Mr. Coates sold the retail department, and now, to obtain needed leisure and relief from business cares, he retires from the book business entirely. His firm has published the works of many famous authors.

We regret to say that on the evening of Dec. 19, after the consummation of this business arrangements, the building occupied by Henry T. Coates & Company was totally destroyed by fire, causing the loss of many valuable manuscripts and engravings owned by them. The fire originated in the quarters occupied by Longhead & Company on the second floor. The building was the property of Provost Harrison of the University of Pennsylvania.

When the Christmas season approached, T. H. McAllister, 49 Nassau street, New York, called attention in a very interesting and well-illustrated pamphlet, to the magic lantern as a means of entertainment in the home. This form of entertainment is as suitable, however, for any other season as it is for Yuletide. We are all well acquainted with the lantern as an important feature of school entertainments, of the addresses of lecturers, and of public social gatherings generally. But few have realized how agreeable it can be on stormy winter evenings at home. Especially is this true where any member of the family is an amateur photographer. To reproduce a favorite snap shot by means of the magic lantern is much more interesting than to hand around a small proof, or even a well mounted picture.

Parents will appreciate the value of lantern slides, when on an evening when games seem to pall, and the ordinary forms of amusement grow stale, father will start to tell the children about Italy, or Egypt, or the government at Washington, and illustrate his little lecture by the beautiful lantern slides. These slides can be obtained of T. H. McAllister and an inexhaustible fund of amusement and instruction thus provided. He has also stories illustrated by a series of slides, as Dickens' "Christmas Carol."

Mr. John Morley the other day took occasion to rebuke the isolation to which the Anglo-Saxon world is too much inclined, and to warn his countrymen and our own people that, despite the greatness of the English-speaking world, we should not allow a gulf to grow between the mind of England and America and the mind of the rest of the world. Mr. Morley's words were of the highest value. Too few people read foreign books, and even those liberally educated, who have at their command more than their mother tongue, are apt, from that laziness inherent in all of us, to neglect to carry on their non-English reading, if one may be allowed to use such an expression.

It may draw French readers out of their mental lassitude to recall to them that William R. Jenkins, 851-853 Sixth avenue, New York, is a headquarters where may be purchased all French books. The ordinary book stores, with all their merits, are very unsatisfactory when books in a foreign language are concerned, and that is probably one reason why our foreign studies so often languish. But William R. Jenkins has everything that can be desired by either a student or a master of French—full sets of the French classics, the latest publications of the Paris presses, either serious or in the realm of fiction, French school books,—everything. By sending for Jenkins' catalog one will see that he does not confine his attention to French literature, but it will suffice to mention that feature here. After giving your friends Christmas presents it would be a good deal to give yourself the New Year's resolution of brushing up your acquaintance with the sparkling tongue of the boulevards.

In 1887, when the Smith Premier typewriter was first put upon the market, the floor space necessary for its manufacture was only 25,000 square feet, and the weekly output was from ten to twenty-five machines. To-day the floor area of the company's attractive and sanitary factory is over 175,000 square feet, and the daily capacity of the plant is more than 200 machines.

The public has grown in steady appreciation of the Smith

Premier machine. A key for each separate character used has seemed to thousands of operators more natural and less distracting than the double shift keyboard. When one wishes to make a correction on the Smith Premier it is not necessary to enter into a geometrical calculation in order to ascertain where to adjust the carriage; no one can make a mistake as to the place to be struck.

The removable platen also is of immense utility in offices, such as those of school boards, where much manifolding has to be done, because, with two platens, at an extra cost of only five dollars, it is possible to remove temporarily the manifold work, and, the "rush" typewriting being done, to replace the manifold sheet without trouble. With other typewriters it would be impossible to accomplish this without having two machines, at an extra cost of one hundred dollars. These, and many other convenient devices of solid merit, account for the Smith Premier popularity.

The Macmillan Company announce that "War and Neutralization in the Far East," by T. J. Lawrence, has been adopted by the University of Texas, and that the volume on the commercial and diplomatic relations between Europe and the Far East during the last fifty years, by Sir Robert K. Douglass, has been selected as a text-book at Cornell.

G. P. Putnam's Sons have purchased *The Literary World* owned by L. C. Page & Co. of Boston, which will be continued by the former house as *The Critic and Literary World*.

The board of education of Chicago has added Webster's New Standard Dictionary (Messrs. Laird & Lee, Chicago, publishers), to the list of reference books now authorized in the public schools of that city. The publishers agree that "the book shall be kept up to date at all times by the introduction of new words as they become recognized by usage," and it is also understood that the adoption does not make mandatory the purchase of this dictionary by those pupils who have already suitable dictionaries.

The board of education of Chicago has dropped from the list of high school texts Jordan & Kellogg's "Animal Life," and substituted therefore Jordan, Kellogg & Heath's "Animal Studies."

The New York board of education has readopted the Isaac Pitman shorthand for exclusive use in the day and evening high schools of the metropolis.

At the bottom of an old trunk full of precious things there lies a well-worn note book that is not for sale at any price. It contains a record of all the books read by a certain young person, covering the years from the time he was sixteen

years of age until he was twenty-five. Only titles of books and authors' names were recorded, but the result shows the growth and development of the reader's taste during the most formative years of his life. And now comes to his desk a little book that in those reading days he would have hailed with joy. It is a blank book entitled, *A Brief Outline of the Books I Have Read*, and it was arranged by Melvin Hix, of public school No. 11, New York city. Each two pages is arranged with the following spaces, to be filled out by the owner of the record, after a book has been read: Title, author (born, died), kind of book, time, scene, principal characters, subordinate characters, preliminary events, climax, concluding events, quotations, author's style, remarks, when read.

This very excellent book outline is suited to young and old, to the composition class, the English class, and wherever else people are reading and want to remember something of what they have read. The book is cordially recommended to teachers for examination as to its fitness for use with pupils; and to pupils as well. (Hinds, Noble & Eldridge, New York.)

Upon the recommendation of a committee which had carefully looked it over, the school board of Pittsfield, Mass., has adopted Librarian H. H. Ballard's translation of the first six books of Virgil as a reading book in the ninth grade of the grammar schools. The same action has been taken in Lenox, Mass. Those who have not enjoyed the advantages of a classical education will be enabled, thru Mr. Ballard's translation, not only to get an acquaintance with the great Latin writer, but also an echo, at least, of the musical hexameter which he carried to the highest perfection.

The Holden Patent Book Cover Co., of Springfield, Mass., has sent out to its friends, with the compliments of the Christmas season, a very daintily bound copy of Eugene Field's "The Story of the Two Friars," which it has had very artistically printed and put together as a remembrance to all those associated with it in the cause of education.

Miss Phoebe Watson, one of the bookkeepers in the house of Dodd, Mead & Co., was instantly killed on the morning of Dec. 28, by a train near her home in Hawthorne, N. J. The streets of that village being deep in slush and mud, Miss Watson decided to walk to the station by way of the railroad tracks. She saw and avoided a train approaching her, but in so doing stepped directly in front of another train which was coming from behind. The firm of Dodd, Mead & Co., and all their employes are exceedingly grieved, as Miss Watson was very popular. She resided in Hawthorne with her brother, the literary critic.

WE EXTEND TO YOU

A HAPPY NEW YEAR

And we ask you this question —

Why is it that our sales of Tools and Benches for Manual Training were so much greater in 1904 than in any previous year?

We invite correspondence with all who are interested in the purchase of these goods.

Mention The School Journal.

NEW HOME
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Hardware, Tools, and Supplies

SINCE 1848

The friends of Mr. Pitt Duffield, of the firm of Fox, Duffield & Company, and Mrs. Duffield, are congratulating them upon the arrival at their home, during the early part of December, of a little girl.

Mr. F. D. Farr, Western manager of Silver, Burdett & Company, is in New York this month in order to attend a meeting of the board of directors of that corporation.

At the conclusion of the conference of agents of Silver, Burdett & Company, which was held last month at the company's offices in New York, Mr. Edgar O. Silver, president of the company, gave all of the agents and the employes of the New York headquarters a banquet at the Aldine club. It took place on the evening of December 2, and was, it is needless to say, a very enjoyable affair.

Mr. Silver announced just before the close of the agents' conference that Mr. Dudley N. Cowles will hereafter be the manager of the agents of the house in the New York division.

Mr. Prince, the Virginian agent of Ginn & Company, was married near Norfolk, Va., the first week of December, to Miss Woodhouse, whose family reside in the county in which Norfolk is situated.

Mr. W. H. P. Harper has taken charge of the Denver office of Harper & Brothers. Mr. Harper is a graduate of Harvard, and has been in the service of the illustrious company founded by his family since he left college.

Compliments to Old Remington Superintendent.

On the evening of Nov. 28, at the Waldorf-Astoria, the

board of directors of the Remington Typewriter Company, manufacturers of the Remington typewriter, gave a dinner to Mr. W. K. Jenne, of Ilion, N. Y., the retiring superintendent of the Remington typewriter plant.

On Dec. 1, Mr. Jenne retired from the active

service of the corporation on full pay, after thirty years of service. His career covers the entire history of the typewriter industry. When, in 1873, the inventors of the writing machine brought their first crude model to E. Remington &

Son, the famous Ilion gunmakers, it was placed in Mr. Jenne's hands, and under his direction the many changes have been made which have resulted in the beautiful machine of to-day.

Mr. Jenne began his supervision of the typewriter in a little room six and a half yards square, when the very idea of



W. J. Jenne, of the Remington Typewriter Co.

writing by machinery was not thought of. To-day, when he retires, he turns over to the new manager a factory covering six and a half acres, having a capacity of a typewriter a minute.

At the dinner a loving cup was presented to Mr. Jenne by the board of directors of the corporation, to which he has been elected a member. Those present at the dinner were, besides Mr. Jenne: President Henry Harper Benedict, vice-president Edward G. Wyckoff, treasurer I. Clark Seaman, secretary John F. McClain, assistant treasurer Howard B. Wilson, director William I. Ticknor, Mr. Henry V. Rowell, of the advisory board, and Messrs. Clarence W. Seaman, J. Walter Earle, and John Calder.



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| Longfellow's Courtship of Miles Standish | |
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| No. 3: How Our Grandfathers Lived | .60 " |
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| Holden's Real Things in Nature | .65 " |

The Educational Outlook.

The Philadelphia Teachers' association has now thirty-five hundred members enrolled, within a few hundreds of all the teachers in the schools of the city. So representative is it, that the Educational club, for many years the foremost teachers' association in the Pennsylvania metropolis, has come to doubt the advisability of a separate existence, and it is seriously considering the recommendation of its executive committee that a consolidation with the new Teachers' association be effected.

Ypsilanti, Mich., has established a school savings bank. It will be inaugurated Jan. 1, 1905.

President Angell's report of the University of Michigan for the academic year ending September 22, 1904, has just come from the press. The total attendance was 3,957, a gain over the previous year of 154. Nearly fifty-six per cent. of the attendance was from Michigan. There were students from every state except Delaware and South Carolina, and every territory except Alaska. The number of women students was 716.

King Alfonso of Spain has given his cordial consent to the establishment at Madrid of a Spanish-American college.

Ambassador Jusserand has informed President Alderman, of the University of Virginia, that the French republic desires to present to the university a bust of General Lafayette modeled by Houdan, to "recall to the young generation who come to the university the days, now remote, when Americans and Frenchmen fought on the sacred soil of Virginia for the cause of independence."

Hon. John Barrett, United States minister to Panama, has given a fund to be used in distributing prizes to the young

men and women now in the regular courses of any American college or university in good standing who write the best essays on the relations of the United States with the Latin-American republics. Mr. Barrett has designated President Butler, of Columbia university, President Finley, of City college, and Dr. Albert Shaw, editor of the *Review of Reviews*, as the judges of the essays.

A. C. Nelson of Salt Lake City, superintendent of public instruction in Utah, testified on Dec. 19 before the committee on privileges and elections of the United States senate, that in three hundred and thirty-six school buildings in Utah, classes of instruction in Mormon doctrines are held for the children after school hours. Mr. Nelson, who is a Mormon, said that the majority of these classes are taught by the regular school teachers. There are only six hundred and six school buildings in the entire state, so that, according to Mr. Nelson's testimony, more than half of them are used for Mormon propaganda purposes.

George Morris, of the Erasmus Hall high school in Brooklyn, has been elected superintendent of schools of Bloomfield, N. J., to succeed Dr. W. E. Chancellor, who has gone to Patterson. Mr. Morris is a graduate of Rutgers college, class of '89, and a master of arts of Columbia university.

N. W. Ferris, the Michigan educator who at the recent election was the Democratic candidate for governor of that state, in an address at Chicago on Dec. 28, before the National Commercial Teachers' Federation, said that women should not marry until they were able to support a husband. Mr. Ferris was not speaking in a jocular mood, for he went on to explain that before taking such a

serious step as marriage, every girl should be prepared for possible misfortunes. Accidents will happen at the most unexpected and annoying times, and every girl should be trained so that, in an emergency, she can step in and take her husband's place as the supporter of the family. It is greatly to be hoped that she will never have to exercise her bread winning abilities after her marriage, but if she has those abilities competently developed, it will conduce greatly to the security of the family and of society, and will avoid those deplorable spectacles of helpless families drifting along on the precarious support of relatives or neighbors, which we all occasionally see.

The Council of Supervisors of the Manual Arts in its year book for 1904 presents its fourth annual report, which will be seen to contain a most attractive list of studies—of manual, high, and elementary schools.

Associate Superintendent Haney of New York has an article on the Course of Study in the Arts. This shows the practical organization of the course of study in elementary schools in the light of fundamental educational principles, together with an account of the superintendent's practice in New York.

Walter Sargent has a consideration of the methods to be employed in teaching drawing to little children. Julia Cecelia Crimmins writes a constructive work in the primary grade, and a practical application of the principles of design to the decoration of forms in the grammar grades is given by Ernest Allen Batchelder.

No commercial interest attaches to the sale of this year book. The profits go to help make the next one of the series still better.

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Bergen's Botanies were the first to combine a standard text, a practical laboratory course, and a key for systematic work—a combination which has made them the most popular text-books on the subject. In New York State the books are used in 33 of the 45 cities, and in more Regents schools than are all other botanies combined.

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This book has recently come from the press and is designed to furnish a half-year course in the subject for students in secondary schools. It differs from the earlier editions of the "Elements" mainly in the greater stress laid on the topics of ecology and cryptogamic botany, in the somewhat abbreviated directions for histological work on seed plants, and in the greatly improved quality of the illustrations. Minor changes will be found on almost every page.

BERGEN'S FOUNDATIONS OF BOTANY

A text which provides adequate material for a year's work and gives particular attention to those branches which have been found most desirable for beginners. The work is sufficient to prepare a student for any college or university which accepts botany as the entrance requirement.

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Bergen's Notebook was prepared with the particular view of minimizing the amount of routine dictation for both teacher and pupil without doing any of the latter's thinking for him. Not only will it save time and trouble, but it will also lead the pupil to perform neat and accurate work.

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In and Around New York City.

The building committee of the board of education has received a communication from the Park department, granting permission for the erection of two more temporary school structures under the Williamsburg bridge approach, between East and Tompkins streets, and Mangin and Goerck streets. Four schools have already been erected under the bridge.

In his report to Mayor McClellan concerning the work of the schools during the past year, President Tiff shows that despite the cut of two million dollars in the educational budget, 57,025 additional pupils have been given seats by the opening of twenty-two new buildings and thirteen annexes, and when the nineteen buildings and twenty-nine annexes under way are completed, 49,550 more children will be accommodated. Three new high schools have also been opened, and four put under construction. The plans for school buildings which will seat twenty-five thousand children are about completed, and work on them will soon begin.

The number of teachers during the last twelve months has increased from 11,417 to 11,815. This is an exceedingly small increase, the smallness being due principally to the consolidation of classes.

An additional wing is being constructed for school No. 8, in King street, Manhattan, Dr. Devlin, principal. It will afford class-room facilities for one hundred and sixty-five pupils, and a playroom on the ground floor. By means of the addition the part time classes in the school can be dispensed with, and the school building will be much improved in appearance.

The board of education at a recent meeting re-elected District Superintendents Shallow and Haaren, but the re-

election of Associate City Superintendent Higgins was laid over at the request of Commissioner Warburg, of the committee on special schools, who claimed that Superintendent Higgins, who is supposed to represent the vacation schools, recreation centers, and evening schools on the board of superintendents, had not, in his opinion, taken the slightest interest in them. In addition to this assignment to the special schools, Mr. Higgins is a member of the committee on high schools, and is in charge of division five of the greater city, which comprises half of the borough of Brooklyn.

On December 28, at the church of the Paulist Fathers, Ninth avenue and Fifty-ninth street, began a conference of the Sunday school teachers in the Roman Catholic churches of this city. This is the first general gathering of the kind ever held. The conference is the outcome of talks held at the summer school at Lake Champlain in August and has the hearty approval of Archbishop Farley.

At a dinner given in his honor at the Waldorf-Astoria on Dec. 28, M. Yves Guyot, former minister of public works of France, and a most distinguished citizen of that country, was prevailed upon after much urging, to tell the story of how, during the days of the Commune, he saved the Conservatory of Arts from destruction by the rioters. The faces of the diners, among whom were former Vice-President Morton, and former Ambassador Whitelaw Reid, showed, as they followed the animated narrative, all the interest which is generally bestowed only on the carefully constructed novel. M. Guyot, without raising his voice above that ordinarily used at a dinner

table, brought, with true Gallic art, the flaming days of the Commune directly before his hearers.

On the last day of the old year, the teachers of school No. 126, in East Twelfth street, gave a dinner at the St. Denis hotel to Miss H. Louise Clark, who retired in November from the principalship of the school. Miss Clark had been associated with this school for thirty-eight years. District Supt. Straubemuller presided at the banquet.

On the evening of Dec. 29, a reception and dinner was given at the Lincoln club, Brooklyn, in honor of Commissioner Kiendl of the board of education, from which he retired because of the expiration of his term with the old year. District Superintendent McCabe presided, and Commissioners Harkness, Donnelly, Wingate, and Collier were present. The honor was extended to Mr. Kiendl by district school board No. 40, of which he was a member.

Associate Supt. E. L. Stevens recently addressed the Woman's Educational Council of the Borough of Queens on the subject of "The Atypical Child." The meeting was held at Flatbush, and was entertained by Miss Lyles of No. 22 and Miss Bell of No. 20.

The fourth annual dinner of the DeWitt Clinton High School Alumni association was held on December 29, at the Hotel St. Denis.

Secretary A. Emerson Palmer, of the board of education, has announced that former Mayor Low has consented to write an introduction to Mr. Palmer's "The New York Public School," which The Macmillan Company will bring out

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the old college president, who are dying out before the new species, the university presidents. "The new species," continued Dr. Finley, "know little of Greek or Latin and care less. They are more familiar with finance than with mathematical dimensions. They must know how to beg, and yet keep their names off the lists kept by the charity societies. I have been told that my days are numbered, as the college president is being crowded out between the higher education of the high schools and the universities. That may be true, but I believe that there will always be the need of the service of the American college to transmit the heritage of past experience to the pupils of the present."

President Tiff of the board of education evoked cheers when he said, "After practicing at the bar for thirty years I am convinced that education is the only thing that the sheriff cannot take away from you."

Headmasters' Association.

The Headmasters' association concluded its two days' session at the Hotel Astor by giving a banquet on the evening of Dec. 28, at which President Finley of City college was the guest of honor. Dr. Finley, by request, made the same speech which he delivered at Princeton some time ago on the need of a state appropriation for higher education. President Tiff of the board of education spoke also.

The following are the new officers of the association: Pres., John Tetlow, Boston; Vice-Pres., Dr. John Buchanan; Sec'y, R. G. Huling, Cambridge, Mass.; Treas., Randall Spaulding, Montclair, N. J.

Dr. Page and No. 77.

On December 22 a testimonial dinner was given to Edward L. Page, principal of the boys' department of school No. 77, Manhattan, in celebration of the

twentieth anniversary of the organization of the school. Those present were the teachers now on the force of No. 77, and a large number of those who have formerly been attached to it. Many of these former teachers now occupy much higher educational positions. Dr. Hunt, the district superintendent, was the only invited guest. He spoke of Mr. Page as the moving spirit in the school.

Dr. Haney, superintendent of manual training and a former teacher in the school, told of the work of No. 77 when manual training was still struggling for recognition, and lauded Mr. Page's share in the educational advance of the day. Bernard J. Devlin, principal of school No. 13, the Bronx, made a delightful speech, full of pleasant reminiscences of No. 77, and then Dr. Magie, principal of No. 18, Manhattan, spoke of the principals who began their teaching experience in '77.

Mr. Page was presented with a handsome scarf-pin set with diamonds, and responded to the toast "77," laying especial emphasis on the spirit of cooperation which had always characterized the work of his teachers.

Christmas Eve at the C. C. C.

On Christmas eve, the City College clubhouse was the scene of a jollification. The members sat down to a 'possum and sweet potato supper which was the crowning triumph of the steward's culinary skill, served in the esthetically renovated dining room, the Christmas gift of E. Francis Hyde, '61.

The kitchen and entrance hall have been decorated artistically by M. C. Graul for which the house committee received a unanimous vote of thanks. The president announced his appointments to the "committee on cooperation and college affairs": Hon. Ferdinand Shack '74, chairman, Hon. John Hardy '53, Wm. C. Hess '67, H. G. Schneider '87, John Lieberman '97.

This, perhaps the most important committee of the club, will work jointly with the similar committee of the associate alumni appointed in October to carry out President Tiff's idea of co-operation and harmony in all parts of our city system of schools of which the City college is the crown.

The topic of the evening as stated by Col. Ketchum was "The Differentiation of the Individual and his Triumph over Environment." Messrs. Lerussore, Lieberman, Schneider, Shack, and Dr. Briggs discussed it. Mr. Shack who closed the debate took a strong stand against "hazing," upholding Nicholas M. Butler of Columbia. Later in the evening Mr. Shack recited some poems learned forty years ago at Upper Canada college, showed his skill as a fencer with the club's relic of '61, a cavalry saber, entertained us by feats of strength and parlor magic. He held the interested attention of some of the members until a very early hour.

On Saturday Dec. 31 a New Year watchnight service will be held under direction of Chaplain Briggs. Jan. 21, 1905, an informal reception for members only will be given in honor of President John H. Finley, LL.D.

I. K. U. Committee.

During the holiday week an important committee of the International Kindergarten Union held its session at the Westminster hotel. Ten cities are represented on the committee, among whose members are Miss Vanderwalker, supervisor of kindergartens of Milwaukee; Miss McCullough, supervisor in St. Louis, Miss Patty Hill, supervisor in Louisville, and Miss Laura Fisher, supervisor in Boston. Among the members from New York city are Dr. Fanny B. Merrill and Miss Fanniebelle Curtis, directors of public kindergartens. Miss Annie Laws, of

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Cincinnati, president of the National Union, is also in attendance.

On Dec. 28, Mrs. Kraus-Boelte gave a dinner at the Hotel San Remo in honor of the committee. Among those present were Superintendent Maxwell, Chancellor McCracken, of New York university, Dean Russell, of Teachers college, Dean Balliet, of the School of Pedagogy, Dr. Livermore, president of Adelphi college, Brooklyn, Miss Emma Johnson, principal of the Brooklyn training school, Mr. Ossian Lang, editor of THE SCHOOL JOURNAL, Associate Superintendents Meleney and Haney, and Professor Lough.

On Dec. 29, Miss Haven gave a reception at the Ethical Culture school, to meet the committee, and on Jan. 3 a public meeting was held at the hall of education.

Miss Patty Hill, of the Louisville kindergarten, has been invited by Teachers college to remain in New York during January and lecture at the college on kindergarten methods.

New York University.

Frank A. Vanderlip, assistant secretary of the treasury during the administration of President McKinley, and now first vice-president of the City National bank, gave a lecture on December 19, before the School of Commerce, Accounts, and Finance of New York university, on the subject of "Investments." Mr. Vanderlip dealt especially with federal and municipal bonds.

Col. Charles E. Sprague, president of the Union Dime Savings institution, and professor of the theory of accounts in the school has written a book on investment accounts, which will appear shortly. It will be the third number in the schools studies in business.

Prof. L. J. Thompkins, of the law faculty, has been given leave of absence for such portion of the first three months of the new year as may be necessary in order that he may attend to his duties as a member of the assembly of the state legislature. Professor Thompkins will, however, be at the building on Washington square during part of each week.

Zion in East Africa.

Israel Zangwill, in a recent address in Cooper Union, New York, urged the Jews of the United States to aid the proposed colony in British East Africa. He advised the Jews with their genius for righteousness, to establish a Jewish state in which justice shall be better done than in any existing state, in which morality stands higher and crime lower, and in which poverty and wealth are not so terribly divided.

Mr. Zangwill pointed out that the colonization of the territory of Gwas Ngishu Plateau, which embraces 5,000 square miles in East Africa, would at

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least constitute a valuable stepping stone toward the ideal home sought by his race. There are plenty of courageous, able-bodied men who should be willing to undertake the task of pioneers in such a cause, and the work ought not to be delayed.

Divided Authority.

The board of education, at its meeting on Dec. 28, authorized President Tift to appoint a special committee to ascertain the rights and powers of the board in regard to the lighting of the school buildings. According to the recent report of the committee on finance, the board had undisputed control of the lighting, but in 1902 Commissioner Dougherty, of the department of water supply, claimed the control and was upheld in his contention by the corporation counsel. In the Gunnison case, the court of appeals held that the board of education was a separate corporation of the state, and under that decision the board thinks that the direction of the lighting of the school buildings should be given back to it. An appeal will be made to the board of estimate to transfer the lighting funds to the education department from the department of water supply, and failing in this, a further appeal will be made to the state commissioner of education for decision of the disputed question.

This divided authority has worked injury to the schools. The water department has made special regulations and issued instructions to teachers. Commissioner Adams, chairman of the building committee, stated that there had been repeated delays in securing lighting, etc., for the schools, and Commissioner Dix, chairman of the committee on supplies, stated that the work of the schools had been hampered by reason of the requirements of the water department that the board must pay for electricity and gas used in ventilating, science work, and cooking.

Board of Education Notes.

The board of education has passed resolutions by which the conflicting subdivisions of section 43 of the by-laws have been reconciled. These subdivisions provided, one that one hundred days, and the other that one hundred and fifty days of absence from teaching unexcused, should be construed as neglect of duty. Economics was added to the list of studies in which licenses as first assistants in the high schools will be granted.

Mary J. Wright and Catherine B. Snyder, of the Girls' high school, Brooklyn, were among the teachers retired by the board at their own request, being the first high school teachers to go on the retirement list.

The preliminary report of the committee on economy, as presented to the executive committee, was approved, as was also the report of the committee on sites on the selection of school sites at West Houston and Clark streets, between Varick and Hudson streets, at Stanton and Forsyth streets, and adjoining school No. 54, Queens. The committee on economy will later present an extended report, designating what branches of the school work must suffer.

The resolutions submitted by Commissioner Everett that the board seek to exchange the site of school No. 144 for the Ludlow street jail in order that school No. 137, which adjoins the jail may be enlarged, was referred to the committee on sites.

The Girls' Technical high school was given the use of the sixty-sixth street annex of the De Witt Clinton high school, and eleven rooms in school No. 165 were transferred to the De Witt Clinton high school as a recompense. It was also resolved that in February manual training should be introduced into the Bryant high school.

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Corporal Punishment Forbidden.

At its meeting on Dec. 28, the board of education rejected by a vote of twenty-two to sixteen the project to restore corporal discipline in the public schools. In October the committee on elementary schools reported against any such return to the use of the rod, but four of the nine members, Commissioners Wilsey, Hamlin, Kelly, and Payne signed a minority report in which they strongly urged that it had been shown to be necessary for preserving the discipline of the schools, that the principal should have the parental power which every one admits is proper in the home. Eighty-seven per cent. of the male principals of the greater city were behind the minority members of the committee in these views.

In opening the discussion in the board General Wingate said that the board should not withhold from the principals any means of maintaining discipline. It was impossible to relegate the authority to the parent. It was equally impossible to send all the unruly boys to the Truants' Home, as the home was already overcrowded. The lack of corporal discipline was tending to demoralize the schools.

Commissioner Donnelly said that after thirty-five years trial of a "moral suasion" system of discipline, the principals had declared it to be a failure, and indeed many principals were to-day violating the by-law and administering corporal punishment in defiance of the board's prohibition. Conditions had changed in New York and many boys now came from homes where only the rod was used in enforcing obedience, therefore, in the school those boys would obey only the rod. The present system put too great a tax upon the teacher, and it must be remembered that not every teacher was to use the instrument of chastisement, but only a principal or a teacher designated by him.

Commissioner Lummis opposed the use of the rod as a return to barbarism, and

an action which would bring disgrace upon the city. To punish by beating was a brutal thing, and he, for one, would not place a rod in the hands of teachers to be used against little children.

Commissioner McGowan agreed with Mr. Lummis, declaring that the efficient teacher can control without the rod, and it was the feeble teacher who desired to resort to it. He heard of enough unauthorized corporal punishment in the schools at present without authorizing such an antiquated method of discipline.

Com. M. S. Stern said that he had failed to notice any lack of discipline in the schools. There appeared to be a certain set of persons to whom discipline in the class-room meant more than instruction, by discipline always meaning their own particular brand of the article. Discipline and organization seemed the mania of a certain order of minds. He saw no reason to return back to 1870; in no other department of human affairs was there an agitation to obliterate thirty-five years. Moreover the board must recollect that the power of the rod would inevitably be abused, and even if the abuse was small, it was unpleasant to contemplate its exercise in a single case. The future American citizen should be respected, even before he reached the voting age, and as to a likeness between the powers exercised by the parent and by the principal, when all principals loved their scholars with the affectionate solicitude of the average parent it would be time to put the principal in all things *in loco parentis*. No man was good enough nor wise enough to be given an indiscriminate license to beat another man's child.

Following the debate the vote was taken with the result noted above.

An Athletic Field for New York Boys.

The first annual meeting of the Public School Athletic league was held at the hall of the board of education on the

evening of Dec. 20. Superintendent Maxwell made known the fact that Mr. Charles M. Schwab, the former president of the United States Steel corporation, contemplated turning over to the board of education the one hundred and fifty acres of land on Staten Island which he has been improving for some time, the property to be used as an athletic field for the public school children of New York. Dr. Maxwell said that Mr. Schwab was also having built a special steamer and a special dock, that the boys might travel to the grounds in perfect safety.

Gen. George W. Wingate, president of the league, and a member of the board of education, presided at the meeting. He said that one reason for the excellent results produced by the league during its one year of existence was that there had been avoided any disagreement between those interested in athletics and the principals and teaching force of the schools. The league had made it a rule never to attempt anything in a school that did not have the approval of the principal. Every competitor in any of the games must be up to the average in his studies and deportment. Therefore many of the boys who have been irregular in their attendance, and inattentive and disobedient had become models—because they wanted to compete in the games. The league was now taking steps to organize a girls' auxiliary, in order to extend the benefits of athletics to them.

General Wingate said that the greatest difficulty the league had had to contend against was suitable grounds for the games, and he appealed to the citizens of New York to enable the boys in the public schools, as well as the collegians at the great universities, to enjoy all the benefits of an athletic training.

Dr. Luther Halsey Gulick, director of physical training in the public schools, outlined a possible building in the heart of the city with baths, gymnasium, an indoor track and roofed over athletic field, which he hoped some philanthropic

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Superintendent Maxwell, after speaking of Mr. Schwab's proposed gift, said that it was the children of the crowded sections of the city that needed physical training most. In this city they numbered fifteen hundred to the acre, as against five hundred in the most crowded sections of London and Berlin. He suggested that the league apply for a part of the one hundred and sixty acres recently acquired by the board of education for a truant home in Queens. In the meantime the league should try to obtain the use of the roof gardens of the ten schools in Manhattan and three in Queens that possess them.

The following officers were re-elected: Pres., Gen. George W. Wingate; Vice-Presidents, President Finley of the City college, Rev. W. S. Rainsford, rector of St. George's church, and Rev. M. J. Lavelle, dean of the Roman Catholic cathedral; Treas., S. R. Guggenheim; Sec'y, Dr. Luther Halsey Gulick; Directors, Dr. William H. Maxwell, John H. Finley, Rev. M. J. Lavelle, James E. Sullivan, Dr. C. Ward Compton, Gustavus J. Kirby, John S. Huyler, Henry N. Tift, William Thayer Brown, Thomas O. Baker, William H. Andrews, and John R. Van Wormer.

New England.

At the annual dinner of the Massachusetts Institute of Technology in Boston on December 23, it was reported by the committee having the matter in charge that two hundred thousand dollars had already been subscribed for the temporary income fund of the institute.

The treasurer of Harvard university has received two hundred and fifty-seven thousand dollars from the estate of the late George Smith, '53, of St. Louis. When this fund reaches four hundred and fifty thousand dollars by accumulation, it is to be used, according to the donor's will, in the erection of three dormitories, the James Smith hall, the Persis Smith hall, and the George Smith hall.

The precise falling off in the registration at Harvard university, is now known, since the catalog has been published, to be five hundred and forty students. President Eliot says that this is due to the increased entrance requirements for the graduate schools, and because many students in the college are going thru in three years, as, adds Dr. Eliot, "they ought to."

Prin. William M. French of the Maplewood school at Malden, Mass., and Prin. Frank A. Hobart of the Lincoln school of the same place, have resigned their offices, the resignations to take effect the first of the year. Mr. French leaves in order to take charge of a teachers' agency in Boston, and Mr. Hobart has accepted the mastership of the Lyman school, East Boston.

Edward Day Collins has been elected principal of the state normal school at Johnson, Vt. Mr. Collins is a graduate of Yale, class of '96, and after receiving the degree of Ph.D. from that university, acted as an instructor in history there.

Ernest L. Silver, Dartmouth '99, superintendent of schools at Rochester, N. H., has been elected by the board of instruc-

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tion of Portsmouth, N. H., to be superintendent of that town, the former superintendent of Portsmouth, H. C. Morrison having been elected to the state superintendency.

Early next spring President Hadley, of Yale, will take a trip thru the South, and attend the meetings of the five Yale alumni associations in that section—the Savannah, New Orleans, Louisville, Alabama, and Texas associations. The Southern students at Yale have increased by twenty per cent. during the last few years, and remembering how popular Yale was in the South before the Civil war, Dr. Hadley proposes to do all he can to persuade the boys of the former slave states to come to New Haven for their education.

The Hay Memorial chapel of Westminster school, Lindburg, Conn., was destroyed by fire on December 21. It was given to the school by the secretary of state as a memorial to his son, Adelbert S. Hay, United States counsel at Pretoria, who was killed by an accident at New Haven in the spring of 1901 while arranging for the triennial celebration of his class' graduation from Yale. The loss is estimated at twelve thousand dollars, only partly covered by insurance. Headmaster W. L. Cushing and the teachers had to form a bucket brigade in order to save the other school buildings. The boys had just left for the holidays.

At a meeting on December 21, of the Benjamin Franklin fund managers, of Boston, that is, according to the great citizen's will, of the pastors of the oldest Episcopal, Presbyterian, and Congregational parishes in the city, a letter from President Pritchett, of the Massachusetts Institute of Technology, was read, transmitting an offer from Mr. Andrew Carnegie.

Mr. Carnegie offers to give four hundred thousand dollars, the sum that the Benjamin Franklin fund now has at its disposal, if the entire amount of eight hundred thousand dollars be used for establishing a school for the industrial training of men and women along the lines of the Mechanics' and Tradesmen's school, in New York, and the Cooper Union. The municipality of Boston must, however, provide the site.

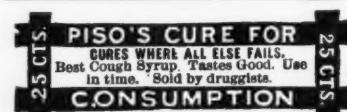
Mr. Carnegie says that he is a trustee of both the schools mentioned, and adds, "I do not hesitate to say that to the best of my knowledge no money has produced more valuable results."

New Technical High School.

The plans for the new technical high school in Springfield, Mass., are completed, and show that this building, for which \$225,000 has been appropriated, will be an elaborate structure, modeled largely on the manual training school in St. Louis. There will be an assembly hall having a seating capacity of six hundred, and a large gymnasium.

In the basement will be a forge-shop, having a capacity of thirty-six forges and a small furnace. Adjacent to the forge-shop will be the foundry, and leading out of that the wood turning shop. In the basement will also be located the plumbing shop.

The first floor will contain the joinery, the machine shop, the pattern making room, and the sawroom. The wood finishing room, the electrical room, and the various rooms for drawing will be on the second story. Re-enforced concrete will deaden the vibration of the machines, and keep their noise and dust from other parts of the building.



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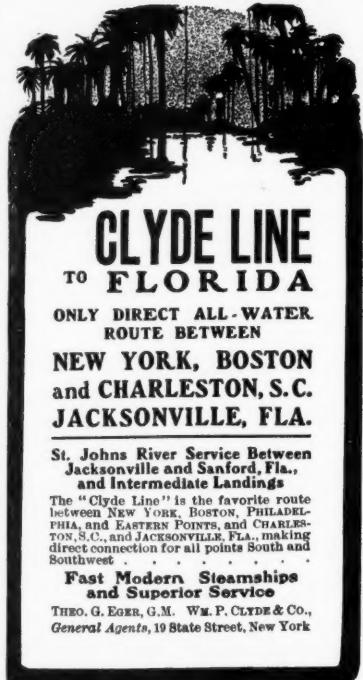
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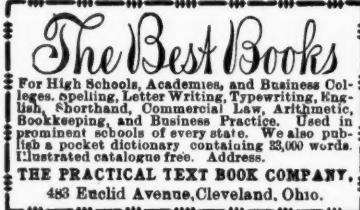
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Current Magazines.

The Omaha *World-Herald* contained the following advertisement a few days before Christmas: "Doll for sale to buy warm clothing. Address L., *World-Herald*." The advertisement attracted immediate attention. An investigation was started, and it was discovered that a little girl of eight, the only child of a widow, had, without taking the advice or consent of any one, written out the advertisement and taken it to the newspaper office. Her mother was bedridden and in extremely destitute circumstances, and the child had determined to sacrifice her beloved doll in order to buy some comfortable clothes for her.

It is needless to say that such a sacrifice was not necessary. Not only from Omaha, but from Nebraska and all the neighboring states gifts have been pouring in on the little girl. She can keep her doll.

The February *World's Work* will contain an article by Baron Kaneko, formerly a cabinet advisor of the Mikado, and still a member of the House of Peers. Baron Kaneko tells what Japan will do after the war, what she believes to be her role in China and the Far East. As the first statement of such a nature from any Japanese statesman, this article will attract wide attention.

Birds and Nature in natural colors is the treat that is offered to the subscribers of the beautiful magazine bearing this title. It is edited by William Kerr Highly and published by A. W. Mumford of 378 Wabash avenue, Chicago. We are safe in saying that color photography has never been brought to a higher perfection than in the plates of this superb magazine.

The New York Central Railroad has issued "Bulletin No. 9 of the Four-Track Series," being a full account of Niagara Falls and how to spend two days there to the best advantage. There are some beautiful pictures showing the Falls and their surroundings in the winter season, and as this winter promises to be a severe one, the bulletin will doubtless induce many to a journey to see the wonderful effects of snow and ice which a prolonged period of low temperature produces around the gorge.

TO LADIES ONLY.—The wish to be beautiful is predominant in every woman, and none can say she does not care whether she is beautiful or not. Dr. T. F. Gouraud's Oriental Cream, or Magical Beautifier, elicits a clear, transparent complexion, free from Tan, Freckles, or Moth Patches, and so closely imitating nature as to defy detection. It has the highest medical testimony, as well as professional celebrities, and on its own merits it has become one of the largest and a popular specialty in the trade. FRED. T. HOPKINS, Sole Proprietor, 37 Great Jones street, New York. For sale by all Druggists and Fancy Goods Dealers throughout the United States, Canada, and Europe.

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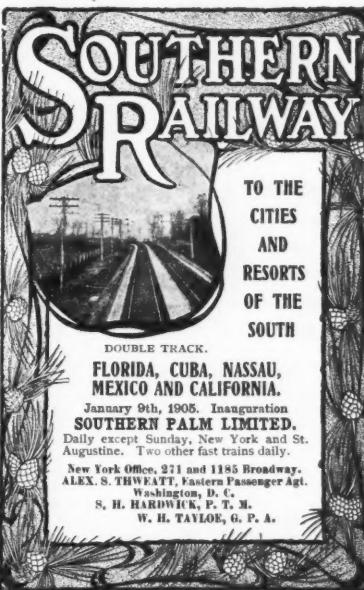
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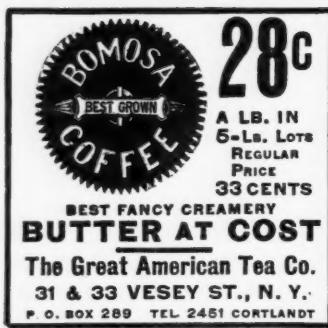
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Masters of Art for 1905 will contain in its monthly issues a series of artist studies which, for beauty, interest, and variety, will perhaps surpass, and, at any rate, equal those published during any previous year of the magazine's existence. Among these are George Frederick Watts, English painter, not of objects, but of ideas; Fra Filippo Lippi, Botticelli's master; Sir Henry Raeburn, Scottish portrait painter of the reign of George IV.; Jan Steen, Dutch "little-master;" Madame Vigee Lebrun, fashionable portrait painter of the time of Marie Antoinette; Claude Lorrain, great innovator in landscape painting; Andrea Mantegna, greatest of the Paduan school.

Bears Invade Siberian Towns.

A sea-captain who has returned to San Francisco from the eastern coast of Siberia, says that bears are making havoc in the cities and villages. The fierce animals, driven from the mountains by hunger, made their way to the inhabited regions of the coast, and for days kept the natives in a state of semi-siege. In Ustakamchatka, a small town near the city of Petropavlovsk, 150 of the brutes were shot in a single day, as they roamed among the houses.

Columbus' Log Book.

The United States may be able to secure a collection of the private papers of Christopher Columbus, including his log book and other documents relating to his first voyage to America. Henry Vignaud, secretary of the American embassy at Paris, has traced the papers thru sixteen descendants of the explorer to the present possessor, the Spanish duke of Alba. One of the most curious documents is a letter from a banker, making a demand upon Columbus for an eighth portion of the amount of the money which enabled him to make the voyage which resulted in the discovery of America.

A physician was visiting a lady who had been teaching in a private school of note in New York city, and after hearing her statement of ill health remarked: "You are not consuming enough phosphates; or, rather, your work is consuming more than your food supplies. You are sound enough in body, but you are wearing out your nervous material faster than it is repaired. That is the trouble with teachers, ministers, brokers, and in fact with the whole American people. We are all of us on a strain. What shall you do? Well, first, don't be too anxious; there is good scripture authority for that, you know. Then you must try to rest more; you must not spend your evenings in mental work; let your brain rest. Lie down at once flat on the bed as soon as you arrive home. But you must eat something besides tea and bread and butter. There are a good many kinds of food that will be of service, they are such as Dr. Lambeth calls 'brainal foods'; I will make you out a list. Then there are preparations made that replenish worn-down brains and the best that I know is Crosby's *Vitalized Phosphates*. They are the invention of one of the most skillful chemists and physicians of the past century. They are not compounded of drugs, but of the phosphates in the ox-brain and in the germs of wheat. The effect is not felt at once, but in a few days the brain gets the material it needs for its normal condition."

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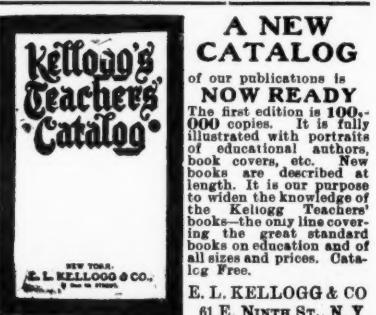


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